# NORTH DAKOTA ENGLISH LANGUAGE ARTS & LITERACY CONTENT STANDARDS

**Grades K–12**

**January 2017**

## DRAFT TWO

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NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

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# How to Read This Document

**Overall Document Organization**
The Standards comprise three main sections: a comprehensive K–5 section and two content area–specific sections for grades 6–12, one for ELA and one for history/social studies, science, and technical subjects. Three appendices accompany the main document.

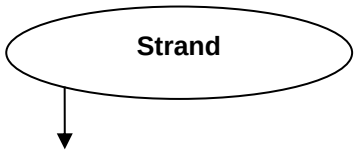
Each section is divided into strands. K–5 and 6–12 ELA have Reading, Writing, Speaking and Listening, and Language strands; the 6–12 history/ social studies, science, and technical subjects section focuses on Reading and Writing. Each strand is headed by a strand-specific set of College and Career Readiness Anchor Standards that is identical across all grades and content areas.

Standards for each grade within K–8 and for grades 9–10 and 11–12 follow the CCR anchor standards in each strand. Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.

Individual CCR anchor standards can be identified by their strand, CCR status, and number (R.CCR.6, for example). Individual grade-specific standards can be identified by their strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3 and W.5.1a stands for Writing, grade 5, standard 1a. Strand designations can be found on the right side of the full strand title.

An overview of the format of the North Dakota standards is shown on the following page.

**Who is responsible for which portion of the Standards**
A single K–5 section lists standards for reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher. Grades 6–12 are covered in two content area–specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR anchor standards but also includes grade-specific standards tuned to the literacy requirements of the particular discipline(s).



## Reading Standards for Literature RL

| Kindergarten | Grade 1 | Grade 2 |
|---|---|---|
| **Key Ideas and Details** | | |
| Code / Standard | | |
| RL.1 With prompting and support, ask and answer questions about key details in a text. | Ask and answer questions about key details in a text. | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| RL.2 Wi[Code for Anchor]rt, retell familiar stories, inc | Retell stories, including key details, and demonstrate understanding of their central message or lesson. | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| RL.3 With prompting and support, identify characters, settings, and major events in a story. | Describe charact[Grade-by-grade standards]in a story, using key de | Describe how characters in a story respond to major events and challenges. |
| **Craft and Structure** | | |
| Code / Standard | | |
| RL.4 Ask and answer questions about unknown words in a text. | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
| RL.5 Recog[K–12 Clusters]exts (e.g., storybo | Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
| RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | Identify who is telling the story at various points in a text. | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |

## Key Features of the Standards

Reading: Text complexity and the growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing; other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Language: Conventions, effective use, and vocabulary

The Language standards include the essential "rules" of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

# North Dakota English Language Arts and Literacy Standards, Grades K–5

## College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Key Ideas and Details (R 1-3)**

- Read closely to determine what the text says explicitly and to make logical inferences from it.
- Summarize the key supporting details and ideas.
- Determine central ideas or themes of a text and analyze their development.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Craft and Structure (R 4-6)**

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas (R 7-9)**

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity (R 10)**

- Read and comprehend complex literary and informational texts independently and proficiently.

**Note on range and content of student reading**

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

* Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

## Reading Standards for Literature RL

| Kindergarten | | Grade 1 | Grade 2 |
|---|---|---|---|
| **Key Ideas and Details** | | | |
| Code | Standard | | |
| RL.1 | With prompting and support, ask and answer questions about key/supporting details in a text before, during, and after reading. | Ask and answer questions about key/supporting details in a text before, during, and after reading. | Ask and answer w*ho, what, where, when, why,* and *how* questions to demonstrate understanding of key/supporting details in a text before, during, and after reading. |
| RL.2 | With prompting and support, retell familiar stories, including key/supporting details. | Retell stories, including key/supporting details, and demonstrate understanding of their central or main idea.<br><br>*Central Idea = synonymous with main idea.* | Recount stories from a variety of genres and diverse cultures, and determine their central message, lesson, or moral.<br><br>*Central message = can be theme, can be a moral or a specific kind of lesson to be learned.* |
| RL.3 | With prompting and support, identify characters, settings, and major events in a story. | Describe characters, settings, and major events in a story, using key/supporting details. | Describe settings and how characters in a story respond to major events and challenges. |
| **Craft and Structure** | | | |
| Code | Standard | | |
| RL.4 | Ask and answer questions about words with unknown meanings, in a story or poem. | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
| RL.5 | Recognize common types of texts using their unique features throughout the selection (e.g., storybooks, poems, fairy tales, and nursery rhymes). | Explain the differences between fiction and nonfiction text using a wide range of text types. | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
| RL.6 | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | Identify who is telling the story at various points in a text. | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |
| **Integration of Knowledge and Ideas** | | | |
| Code | Standard | | |

## Reading Standards for Literature RL

| Kindergarten | | Grade 1 | Grade 2 |
|---|---|---|---|
| RL.7 | With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | Use illustrations and details in a story to describe its characters, setting, or events. | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
| RL.8 | (Not applicable to literature) | (Not applicable to literature) | (Not applicable to literature) |

| Kindergarten | Grade 1 | Grade 2 |
|---|---|---|
| **Integration of Knowledge and Ideas, continued** | | |
| Code | Standard | |
| RL.9 | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | Compare and contrast the adventures and experiences of characters in stories. | Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. |
| **Range of Reading and Level of Text Complexity** | | |
| Code | Standard | |
| RL.10 | Actively engage in group reading activities with purpose and understanding.[1] | Read prose and poetry on grade level[1] proficiently and independently. | By the end of the year, read and comprehend literature, including stories and poetry, on grade level[1] proficiently and independently. |

[1] Grade-level reading level correlation chart is under construction and will be included at a later date.

# Reading Standards for Informational/Nonfiction Text

**RI**

| Kindergarten | | Grade 1 | Grade 2 |
|---|---|---|---|
| **Key Ideas and Details** | | | |
| Code | Standard | | |
| RI.1 | With prompting and support, ask and answer questions about key/supporting details in a text. | Ask and answer questions about key/supporting details in a text. | Ask and answer *who, what, where, when, why*, and *how* to demonstrate understanding of key/supporting details in a text. |
| RI.2 | With prompting and support, identify the main topic and retell key/supporting details of a text. | Identify the main topic and retell key/supporting details of a text. | Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. |
| RI.3 | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | Describe the connection between two individuals, events, ideas, or pieces of information in a text. | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |
| **Craft and Structure** | | | |
| Code | Standard | | |
| RI.4 | With prompting and support, ask and answer questions about words with unknown meanings, in a text. | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. |
| RI.5 | Identify the front cover, back cover, and title page of a book. | Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. | Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |

# Reading Standards for Informational/Nonfiction Text

**RI**

| Kindergarten | | Grade 1 | Grade 2 |
|---|---|---|---|
| RI.6 | With prompting and support, name or locate the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | Distinguish between information provided by photographs or other illustrations and information provided by the words in a text. | Identify the main purpose of a text, including the author's point of view, explanation, or description. |
| **Integration of Knowledge and Ideas** | | | |
| Code | Standard | | |
| RI.7 | With prompting and support, describe the relationship between photographs or illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). | Use the photographs or illustrations and details in a text to describe its key ideas. | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |
| RI.8 | With prompting and support, identify the reasons an author gives to support points in a text. | Identify the reasons an author gives to support points in a text. | Describe how reasons support specific points the author makes in a text. |
| RI.9 | With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | Compare and contrast the most important points presented by two texts on the same topic. |

## Reading Standards for Informational/Nonfiction Text

**RI**

| Kindergarten | | Grade 1 | Grade 2 |
|---|---|---|---|
| **Range of Reading and Level of Text Complexity** | | | |
| Code | Standard | | |
| RI.10 | Actively engage in group reading activities with purpose and understanding.[2] | Proficiently read informational texts on grade level[2]. | Proficiently read and comprehend informational texts, including history/social studies, science, and technical texts on grade level[2]. |

[2] Grade-level reading level correlation chart is under construction and will be included at a later date.

| Kindergarten | | Grade 1 |
|---|---|---|
| **Print Concepts**[3] | | |
| Code | Standard | |
| RF.1 | Demonstrate understanding of the organization and basic features of print.<br>a. Follow words from left to right, top to bottom, and page by page.<br>b. Recognize that spoken words are represented in written language by specific sequences of letters.<br>c. Understand that words are separated by spaces in print.<br>d. Recognize and name all upper and lowercase letters of the alphabet. | Demonstrate understanding of the organization and basic features of print.<br>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| **Phonological Awareness**[3] | | |
| Code | Standard | |
| RF.2 | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<br>a. Recognize and produce rhyming words.<br>b. Count, pronounce, blend, and segment syllables in spoken words.<br>c. Blend and segment onsets and rimes of single-syllable spoken words.[4]<br>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.[5] (This does not include CVCs ending with /l/, /r/, or /x/.)<br>e. Add or substitute individual sounds (phonemes) in simple, single-syllable words to make new words. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<br>a. Distinguish long from short vowel sounds in spoken single-syllable words.<br>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.<br>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.<br>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). |

[3] Standards 1–2 (Print Concepts and Phonological Awareness) are found in Grades K–1 only.
[4] Onsets and consonants that precede the initial vowel in a single-syllable word; rimes are any vowels and consonants that follow the onset. Words with onsets and rimes include: /c/ /at/, /d/ /og/, /l/ /ike/, /sh/ /ut/.
[5] Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

# Reading Standards: Foundational Skills RF

| Kindergarten | Grade 1 | Grade 2 |
|---|---|---|
| **Phonics and Word Recognition** | | |
| Code / Standard | | |
| RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.<br>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.<br>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.[6]<br>c. Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).<br>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | Know and apply grade-level phonics and word analysis skills in decoding words.<br>a. Know the spelling-sound correspondences for common consonant digraphs.<br>b. Decode regularly spelled one-syllable words.<br>c. Know final -e and common vowel team conventions for representing long vowel sounds.[7]<br>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.<br>e. Decode two-syllable words following basic patterns by breaking the words into syllables.<br>f. Read words with inflectional endings.<br>g. Recognize and read grade-appropriate irregularly spelled words. | Know and apply grade-level phonics and word analysis skills in decoding words.<br>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.<br>b. Know spelling-sound correspondences for additional common vowel teams.<br>c. Decode regularly spelled two-syllable words with long vowels.<br>d. Decode words with common prefixes and suffixes.<br>e. Identify words with inconsistent but common spelling-sound correspondences.<br>f. Recognize and read grade-appropriate irregularly spelled words. |
| **Fluency** | | |
| Code / Standard | | |
| RF.4 Read with sufficient accuracy and fluency to support comprehension.[8]<br>a. Read grade level text with purpose and understanding.<br>b. Read grade level text orally with accuracy, appropriate rate, and expression on successive readings.<br>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary | Read with sufficient accuracy and fluency to support comprehension.[8]<br>a. Read grade level text with purpose and understanding.<br>b. Read grade level text orally with accuracy, appropriate rate, and expression on successive readings.<br>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | Read with sufficient accuracy and fluency to support comprehension.[8]<br>Read grade level text with purpose and understanding.<br>a. Read grade level text orally with accuracy, appropriate rate, and expression on successive readings.<br>b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

[6] Long vowel sounds such as those in CVCe (consonant, vowel, consonant, silent e) words (e.g., “made”).
[7] Common vowel teams include: ai, ay, ee, ea, oa.
[8] Grade-level reading level correlation chart is under construction and will be included at a later date. Proficiency is determined by the highest level within the grade-level range, as determined by local district.

| Grade 3 | | Grade 4 | Grade 5 |
|---|---|---|---|
| **Key Ideas and Details** | | | |
| Code | Standard | | |
| RL.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text (textual evidence) as the basis for the answers. | Refer to details and examples using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text. | Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text. |
| RL.2 | Recount stories, including fables, folktales, and myths from diverse cultures to determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | Determine a theme of a story (e.g. myths and various literary texts), dramas, or poems from details in the text; | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; |
| RL.3 | Describe characters in a story (e.g., their traits, motivations, or feelings) and their actions. | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). |
| **Craft and Structure** | | | |
| Code | Standard | | |
| RL.4 | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | Determine the allusions[9] in meaning of words and phrases as they are used in a text, including, but not limited to significant characters found in mythology. | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |
| RL.5 | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. | Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |

[9] An allusion is a reference of things commonly talked about in society. For example: Midas touch, Herculean effort, Pinocchio's nose, Pandora's box, Achilles's heel, Trojan horse, Scrooge, Jekyll and Hyde, Cinderella, and Einstein

## Reading Standards for Literature RL

| Grade 3 | | Grade 4 | Grade 5 |
|---|---|---|---|
| RL.6 | Distinguish their own point of view from that of the narrator or those of the characters. | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | Describe how a narrator's or speaker's point of view influences how events are described. |

## Reading Standards for Literature RL

| Grade 3 | | Grade 4 | Grade 5 |
|---|---|---|---|
| **Integration of Knowledge and Ideas** | | | |
| **Code** | **Standard** | | |
| RL.7 | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). | Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text (e.g. book, movie, play, poetry, song). | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). |
| RL.8 | Not applicable to literature | Not applicable to literature | Not applicable to literature |
| RL.9 | Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. | Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |
| **Range of Reading and Level of Text Complexity** | | | |
| **Code** | **Standard** | | |
| RL.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level[10] independently | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level[10] independently | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level[10] independently |

[10] Correlation chart is under construction and will be included at a later date.

## Reading Standards for Informational/Nonfiction Text

RI

| Grade 3 | | Grade 4 | Grade 5 |
|---|---|---|---|
| **Key Ideas and Details** | | | |
| Code | Standard | | |
| RI.1 | Ask and answer questions to demonstrate understanding of a text (textual evidence), referring explicitly to the text as the basis for the answers. | Refer to details and examples in a text (textual evidence) when explaining what the text says explicitly and when drawing inferences from the text. | Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text. |
| RI.2 | Determine the main idea of a text; recount the key details and explain how they support the main idea. | Determine the main idea of a text and explain how it is supported by key details; summarize the text. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
| RI.3 | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. |
| **Craft and Structure** | | | |
| Code | Standard | | |
| RI.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area.* | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. |
| RI.5 | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.[11] | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. |

[11] See "text features" in the glossary. Text features include title, illustrations, captions, diagrams, labels, timelines, headings, subheadings, graphics, tables, conventions of print, table-of-contents, index, glossary, italics, and cross-sections

## Reading Standards for Informational/Nonfiction Text

**RI**

| Grade 3 | | Grade 4 | Grade 5 |
|---|---|---|---|
| RI.6 | Identify first and third person points of view. | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |

## Reading Standards for Informational/Nonfiction Text

**RI**

| Grade 3 | | Grade 4 | Grade 5 |
|---|---|---|---|
| **Integration of Knowledge and Ideas** | | | |
| Code | Standard | | |
| RI.7 | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears. | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| RI.8 | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | Explain how an author uses reasons and evidence to support particular points in a text. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s). |
| RI.9 | Compare and contrast the most important points and key details presented in two texts on the same topic. | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
| **Range of Reading and Level of Text Complexity** | | | |
| Code | Standard | | |

| | | | |
|---|---|---|---|
| RI.10 | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level[12] independently | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level[12] independently | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level12 independently |

[12] Grade-level reading level correlation chart is under construction and will be included at a later date.

| Grade 3 | | Grade 4 | Grade 5 |
|---|---|---|---|
| **Phonics and Word Recognition** | | | |
| Code | Standard | | |
| RF.3 [13] | Know and apply grade-level phonics and word analysis skills in decoding words.<br>a. Identify and know the meaning of the most common prefixes and derivational suffixes.<br>b. Decode words with common Latin suffixes.<br>c. Decode multi-syllable words.<br>d. Read grade-appropriate irregularly spelled words. | Know and apply grade-level phonics and word analysis skills in decoding words.<br>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | Know and apply grade-level phonics and word analysis skills in decoding words.<br>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |
| **Fluency** | | | |
| Code | Standard | | |
| RF.4 | Read with sufficient accuracy and fluency to support comprehension.[14]<br>a. Read grade-level text with purpose and understanding.<br>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.<br>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | Read with sufficient accuracy and fluency to support comprehension.[14]<br>a. Read grade-level text with purpose and understanding.<br>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.<br>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | Read with sufficient accuracy and fluency to support comprehension.[14]<br>a. Read grade-level text with purpose and understanding.<br>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.<br>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

[13] Standards 1–2 in the Reading Foundations section apply to Grades K–1 only

[14] Grade-level reading level correlation chart is under construction and will be included at a later date.

## College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Text Types and Purposes***

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production, Distribution, and Range of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate for a range of tasks, purposes, and audiences.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

*These broad types of writing include many subgenres. See Appendix A pages 23–25 for definitions of key writing types.

**Note on range and content of student writing**

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

| Kindergarten | | Grade 1 | Grade 2 |
|---|---|---|---|
| **Text Types and Purposes** | | | |
| Code | Standard | | |
| W.1 | Write opinion pieces using a combination of drawing and writing.<br>a. Tell a reader the topic or the name of the book they are writing about.<br>b. State an opinion or preference about the topic or book (e.g., *My favorite book is* …). | Write opinion pieces.<br>a. Introduce the topic or name the book they are writing about.<br>b. State an opinion.<br>c. Supply a reason for the opinion.<br>d. Provide some sense of closure. | Write opinion pieces.<br>a. Introduce the topic or book they are writing about.<br>b. State an opinion.<br>c. Supply reasons that support the opinion.<br>d. Use linking words (e.g., *because, and, also*) to connect opinion and reasons.<br>e. Provide a concluding statement or section. |
| W.2 | Write informative/explanatory texts using a combination of drawing and writing.<br>a. Name what they are writing about.<br>b. Supply some information about the topic. | Write informative/explanatory texts.<br>a. Name a topic.<br>b. Supply some facts about the topic.<br>c. Provide some sense of closure. | Write informative/explanatory texts.<br>a. Introduce a topic.<br>b. Use facts and definitions to develop points.<br>c. Use transitional words when appropriate.<br>d. Provide a concluding statement or section. |
| W.3 | Write narratives using a combination of drawing, and writing.<br>a. Narrate a single event or several loosely linked events.<br>b. Tell about the events in the order in which they occurred.<br>c. Provide a reaction to what happened. | Write narratives.<br>a. Recount two or more appropriately sequenced events.<br>b. Include some details regarding what happened.<br>c. Use transitional words to signal event order.<br>d. Provide some sense of closure. | Write narratives.<br>a. Recount a well-elaborated event or short sequence of events.<br>b. Include details, elaborated or short sequence of events to describe actions, thoughts, and feelings.<br>c. Use transitional words to signal event order.<br>d. Provide a sense of closure. |

| Production,Distribution, and Range of Writing | | | |
|---|---|---|---|
| Code | Standard | | |
| W.4 | (Begins in grade 3)[15] | (Begins in grade 3)[15] | (Begins in grade 3)[15] |
| W.5 | With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
| W.6 | With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers. | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers. | Use a variety of digital tools to produce and publish writing, including collaboration with peers. |

[15] Students at this age may produce writing in which development and organization are appropriate to a task and purpose, with guidance and support from adults. Grade-specific expectations for writing types are defined in standards 1–3 above.

| Kindergarten | | Grade 1 | Grade 2 |
|---|---|---|---|
| **Research to Build and Present Knowledge** | | | |
| Code | Standard | | |
| W.7 | Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and record information learned). | Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |
| W.8 | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | Recall information from experiences or gather information from provided sources to answer a question. |
| W.9 | (Begins in grade 4) | (Begins in grade 4) | (Begins in grade 4) |

| Grade 3 | | Grade 4 | Grade 5 |
|---|---|---|---|
| **Text Types and Purposes** | | | |
| Code | Standard | | |
| W.1 | Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.<br>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.<br>b. Provide reasons that support the opinion.<br>c. Use transitional words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.<br>d. Provide a concluding statement or section. | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.<br>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.<br>b. Provide reasons that are supported by facts and details.<br>c. Link opinion and reasons using transitional words and phrases (e.g., *for instance, in order to, in addition*).<br>d. Provide a concluding statement or section related to the opinion presented. | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.<br>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.<br>b. Provide logically ordered reasons that are supported by facts and details.<br>c. Link opinion and reasons using transitional words, phrases, and clauses (e.g., *consequently, specifically*).<br>d. Provide a concluding statement or section related to the opinion presented. |
| W.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.<br>b. Develop the topic with facts, definitions, and details.<br>c. Use transitional words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.<br>d. Provide a concluding statement or section. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.<br>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.<br>c. Link ideas within categories of information using transitional words and phrases (e.g., *another, for example, also, because*).<br>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.<br>e. Provide a concluding statement or section related to the information or explanation presented. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.<br>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.<br>c. Link ideas within and across categories of information using transitional words, phrases, and clauses (e.g., *in contrast, especially*).<br>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.<br>e. Provide a concluding statement or section related to the information or explanation presented. |

| Grade 3 | Grade 4 | Grade 5 |
|---|---|---|
| **Text Types and Purposes** | | |
| Code / Standard | | |
| W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.<br>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.<br>c. Use transitional words and phrases to signal event order.<br>d. Provide a sense of closure. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.<br>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.<br>c. Use a variety of transitional words and phrases to manage the sequence of events.<br>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.<br>e. Provide a conclusion that follows from the narrated experiences or events. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.<br>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.<br>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.<br>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.<br>e. Provide a conclusion that follows from the narrated experiences or events. |
| **Production, Distribution, and Range of Writing** | | |
| Code / Standard | | |
| W.4 Produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3.) | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.) | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| W.5 Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.) | Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) |
| W.6 Use technology[16], including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.[17] | Use technology[16], including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.<br><br>Grade-specific expectations for writing types are defined in standards 1–3. | Use technology[16], including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.<br><br>Grade-specific expectations for writing types are defined in standards 1–3. |

[16] Technology may include, but is not limited to the use of keyboarding. It is not intended that keyboarding be taught in the ELA classroom.

| Grade 3 | | Grade 4 | Grade 5 |
|---|---|---|---|
| | Grade-specific expectations for writing types are defined in standards 1–3. | | |

| Grade 3 | | Grade 4 | Grade 5 |
|---|---|---|---|
| **Research to Build and Present Knowledge** | | | |
| Code | Standard | | |
| W.7 | Conduct short research projects that build knowledge about a topic. | Conduct short research projects that build knowledge through investigation of different aspects of a topic. | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |
| W.8 | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |
| W.9 | (Begins in grade 4) | Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>a. Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").<br>b. Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text."). | Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>a. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].").<br>b. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]."). |

# College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Note on range and content of student speaking and listening**

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

| Kindergarten | Grade 1 | Grade 2 |
|---|---|---|
| **Comprehension and Collaboration** | | |
| Code | Standard | |
| SL.1 | Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.<br>a. Follow agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).<br>b. Continue a conversation through multiple exchanges. | Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.<br>a. Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).<br>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.<br>c. Ask questions to clear up any confusion about the topics and texts under discussion. | Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.<br>a. Follow agreed upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).<br>b. Build on others' talk in conversations by linking their comments to the remarks of others.<br>c. Ask for clarification and further explanation as needed about the topics and texts under discussion. |
| SL.2 | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key/supporting details and requesting clarification if something is not understood. | Ask and answer questions about key/supporting details in a text read aloud or information presented orally or through other media and requesting clarification if something is not understood. | Recount or describe the main idea and key/supporting details from a text read aloud or information presented orally or through media. |
| SL.3 | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. |
| **Presentation of Knowledge and Ideas** | | |
| Code | Standard | |
| SL.4 | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | Tell a story or recount an experience with appropriate facts and relevance, descriptive details, speaking audibly in coherent sentences. |
| SL.5 | Add drawings or other visual displays to descriptions as desired to provide additional detail. | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. |
| SL.6 | Speak audibly and express thoughts, feelings, and ideas clearly. | Speak in complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.) | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.) |

| Grade 3 | Grade 4 | Grade 5 |
|---|---|---|
| **Comprehension and Collaboration** | | |
| Code / Standard | | |
| SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.<br>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.<br>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).<br>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.<br>d. Explain their own ideas and understanding in light of the discussion. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.<br>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.<br>b. Follow agreed-upon rules for discussions and carry out assigned roles.<br>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.<br>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.<br>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.<br>b. Follow agreed-upon rules for discussions and carry out assigned roles.<br>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.<br>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |
| SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. | Identify the reasons and evidence a speaker provides to support particular points. | Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |

| Grade 3 | Grade 4 | Grade 5 |
|---|---|---|
| **Presentation of Knowledge and Ideas** | | |
| Code / Standard | | |
| SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |

| Grade 3 | | Grade 4 | Grade 5 |
|---|---|---|---|
| | | | |
| SL.5 | Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. | Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. | Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. |
| SL.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.) | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.) | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.) |

## College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Conventions of Standard English[18]

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Note on range and content of student language use**

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have non-literal meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

[18] See the language skill sequence charts (Appendix A) for L1 and L2 and the progressive language chart for L3 for skills that progress over time.

| Kindergarten | | Grade 1 |
|---|---|---|
| **Conventions of Standard English** | | |
| Code | Standard | |
| L.1[19] | **Within the context of authentic English writing[20] and speaking…**<br>**Introduce:**<br>a. Upper- and lowercase letters.<br>b. Use question words (interrogatives).<br>c. Produce complete sentences in shared language activities.<br>d. Common and proper nouns.<br>e. Use frequently occurring adjectives.<br>f. Use articles.<br>g. Use frequently occurring conjunctions (and, or, but).<br>h. Use prepositions. | **Within the context of authentic English writing[20] and speaking…**<br>**Introduce:**<br>a. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.<br>b. Correctly use common homophones (e.g., to, too, two; there, their).<br>c. Ensure subject verb-agreement.<br>d. Produce compound sentences.<br>e. Use singular and plural nouns with matching verbs in basic sentences (simple subject/verb agreement).<br>f. Use regular plural nouns orally by adding /s/ or /es/.<br>g. Form and use regular and irregular plural nouns.<br>h. Form and use the simple verb tenses (e.g., I walked, I walk; I will walk).<br>i. Use personal, possessive, and indefinite pronouns.<br>j. Use adjectives depending on what is to be modified.<br>k. Use demonstratives (that, those, these, this).<br>**Practice:**<br>l. Use question words (interrogatives).<br>m. Produce complete sentences in shared language activities.<br>n. Common and proper nouns.<br>o. Use frequently occurring adjectives.<br>p. Use articles.<br>**Display proficiency in:**<br>q. Upper and lower case letters.<br>r. Use frequently occurring conjunctions (and, or, but).<br>s. Use prepositions. |

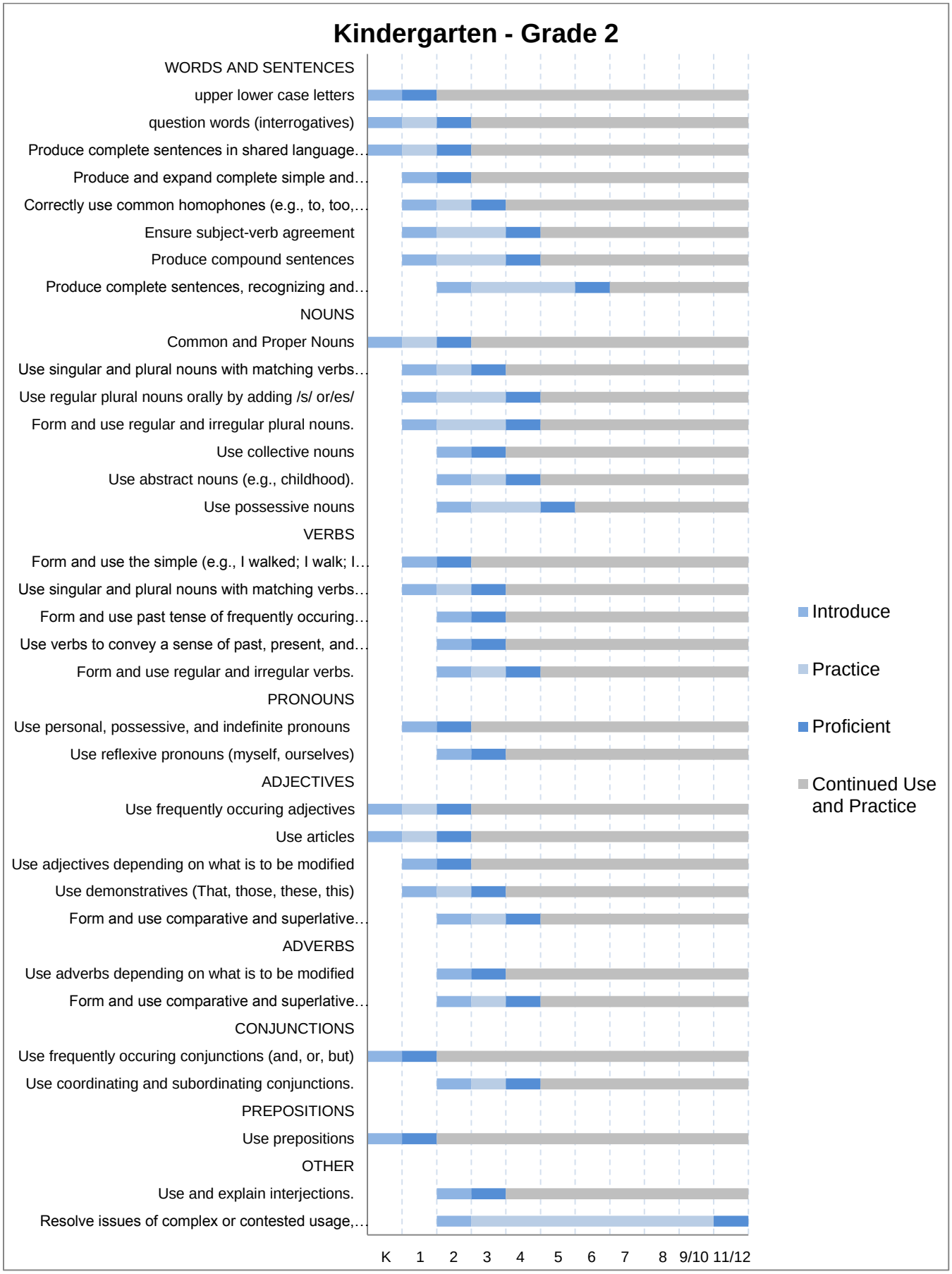
[19] See Appendix A for the language skills sequence charts for skills that progress over time.
[20] Writing for real purposes and real audiences, meaningful, relevant, and useful to the writer.

## Grade 2

### Conventions of Standard English

| Code | Standard |
|---|---|
| L.1[21] | **Within the context of authentic English writing[22] and speaking…**<br>**Introduce:**<br>a. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.<br>b. Use collective nouns.<br>c. Use abstract nouns (e.g., childhood).<br>d. Use possessive nouns.<br>e. Form and use the past tense of frequently occurring irregular verbs.<br>f. Use verbs to convey a sense of past, present, and future.<br>g. Form and use regular and irregular verbs.<br>h. Use reflexive pronouns (e.g., myself, ourselves).<br>i. Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.<br>j. Use adverbs depending on what is to be modified.<br>k. Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.<br>l. Use coordinating and subordinating conjunctions.<br>m. Use and explain interjections.<br>n. Resolve issues of complex of contested usage, consulting reliable references as needed.<br>**Practice:**<br>o. Correctly use common homophones (e.g., to, too, two; there, their).<br>p. Ensure subject verb-agreement.<br>q. Produce compound sentences.<br>r. Use singular and plural nouns with matching verbs in basic sentence (simple subject/verb agreement).<br>s. Use regular plural nouns orally by adding /s/ or /es/.<br>t. Form and use regular and irregular plural nouns.<br>u. Use demonstratives (that, those, these, this).<br>**Demonstrate proficiency in:**<br>v. Use question words (interrogatives).<br>w. Produce complete sentences in shared language activities.<br>x. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.<br>y. Common and proper nouns.<br>z. Form and use the simple verb tenses (e.g., I walked, I walk; I will walk).<br>aa. Use personal, possessive, and indefinite pronouns.<br>bb. Use frequently occurring adjectives.<br>cc. Use articles.<br>dd. Use adjectives depending on what is to be modified. |

[21] See Appendix A for the language skills sequence charts for skills that progress over time.
[22] Writing for real purposes and real audiences, meaningful, relevant, and useful to the writer.


Kindergarten - Grade 2
WORDS AND SENTENCES
upper lower case letters
question words (interrogatives)
Produce complete sentences in shared language…
Produce and expand complete simple and…
Correctly use common homophones (e.g., to, too,…
Ensure subject-verb agreement
Produce compound sentences
Produce complete sentences, recognizing and…
NOUNS
Common and Proper Nouns
Use singular and plural nouns with matching verbs…
Use regular plural nouns orally by adding /s/ or/es/
Form and use regular and irregular plural nouns.
Use collective nouns
Use abstract nouns (e.g., childhood).
Use possessive nouns
VERBS
Form and use the simple (e.g., I walked; I walk; I…
Use singular and plural nouns with matching verbs…
Form and use past tense of frequently occuring…
Use verbs to convey a sense of past, present, and…
Form and use regular and irregular verbs.
PRONOUNS
Use personal, possessive, and indefinite pronouns
Use reflexive pronouns (myself, ourselves)
ADJECTIVES
Use frequently occuring adjectives
Use articles
Use adjectives depending on what is to be modified
Use demonstratives (That, those, these, this)
Form and use comparative and superlative…
ADVERBS
Use adverbs depending on what is to be modified
Form and use comparative and superlative…
CONJUNCTIONS
Use frequently occuring conjunctions (and, or, but)
Use coordinating and subordinating conjunctions.
PREPOSITIONS
Use prepositions
OTHER
Use and explain interjections.
Resolve issues of complex or contested usage,…
K 1 2 3 4 5 6 7 8 9/10 11/12
Introduce
Practice
Proficient
Continued Use and Practice

| Kindergarten | | Grade 1 |
|---|---|---|
| **Conventions of Standard English** | | |
| Code | Standard | |
| L.2[23] | **Within the context of authentic English writing[20] and speaking…**<br>**Introduce:**<br>a. Recognize and name end punctuation.<br>b. Use end punctuation for sentences.<br>c. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.<br>d. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.<br>e. Use conventional spelling for high-frequency and other studied words.<br>f. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).<br>**Display proficiency in:**<br>a. Capitalize the first word in a sentence and the pronoun *I*.<br>b. Write a letter or letters for most consonant and short-vowel sounds (phonemes).<br>c. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | **Within the context of authentic English writing[20] and speaking…**<br>**Introduce:**<br>a. Capitalize dates and names of people.<br>b. Use commas in dates and to separate single words in a series.<br>c. Capitalize holidays, product names, and geographic names.<br>d. Use commas in greetings and closings of letters.<br>e. Use an apostrophe to form contractions and frequently occurring possessives.<br>f. Generalize learned spelling patterns when writing words (e.g., *cage → badge; boy → boil*).<br>g. Capitalize important words in titles.<br>h. Form and use possessives.<br>i. Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).<br>j. Use punctuation to separate items in a series.<br>**Practice:**<br>k. Use end punctuation for sentences.<br>l. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.<br>m. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.<br>n. Use conventional spelling for high-frequency and other studied words.<br>o. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)<br>**Display proficiency in:**<br>p. Recognize and name end punctuation. |

[23] See Appendix A for the language skills sequence charts for skills that progress over time.

## Grade 2

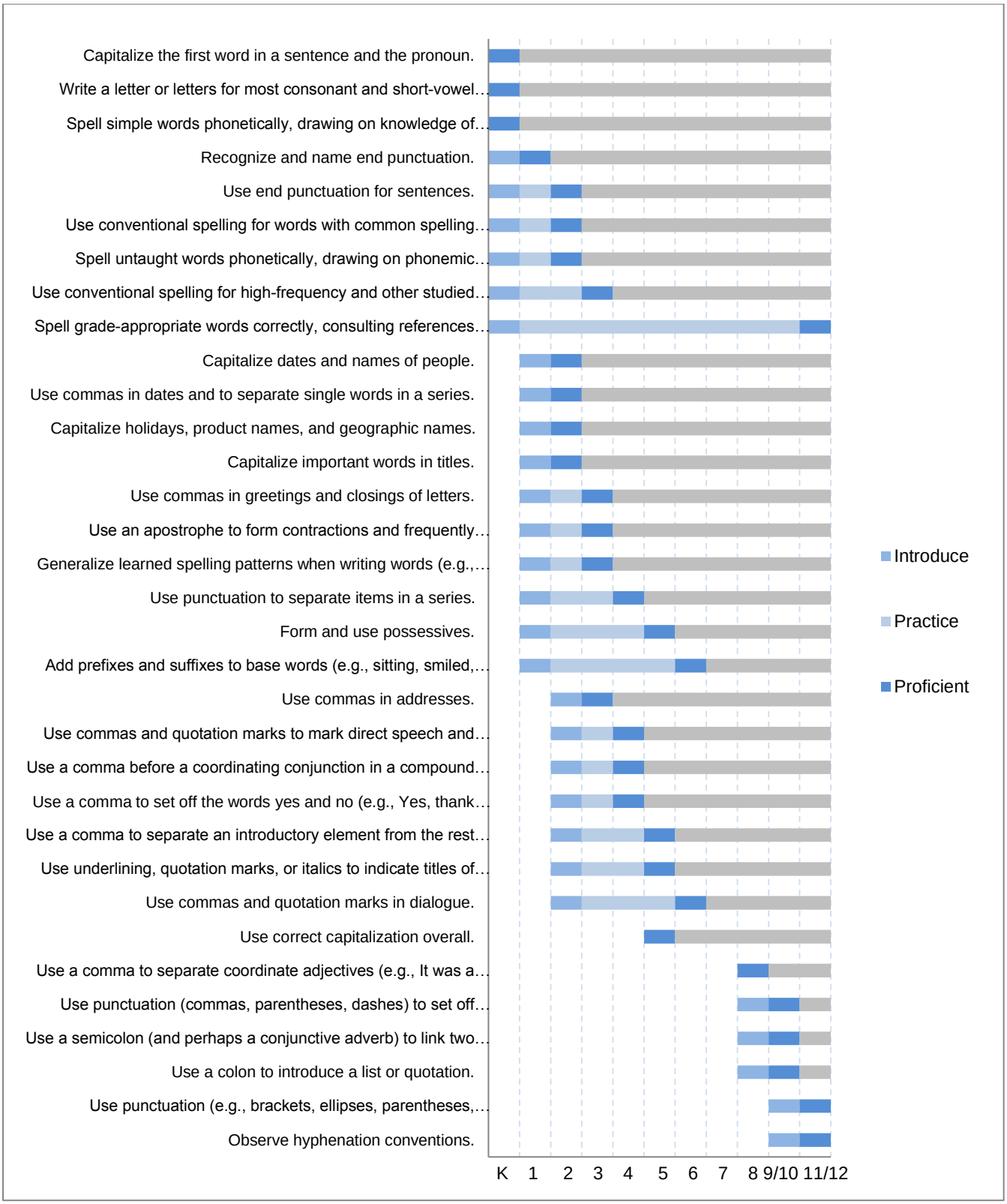
### Conventions of Standard English

| Code | Standard |
|---|---|
| L.2[24] | **Within the context of authentic English writing[25] and speaking…**<br>**Introduce:**<br>a. Use commas in addresses.<br>b. Use commas and quotation marks in dialogue.<br>c. Use commas and quotation marks to mark direct speech and quotations from a text.<br>d. Use a comma before a coordinating conjunction in a compound sentence.<br>e. Use a comma to separate an introductory element from the rest of a sentence.<br>f. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Steve?)<br>g. Use underlining, quotation marks, or italics to indicate titles of works.<br>**Practice:**<br>h. Use commas in greetings and closings of letters.<br>i. Use an apostrophe to form contractions and frequently occurring possessives.<br>j. Generalize learned spelling patterns when writing words (e.g., *cage → badge; boy → boil*).<br>k. Form and use possessives.<br>l. Use conventional spelling for high-frequency and other studied words.<br>m. Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).<br>n. Use punctuation to separate items in a series.<br>o. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)<br>**Display proficiency in:**<br>p. Capitalize dates and names of people.<br>q. Use end punctuation for sentences.<br>r. Use commas in dates and to separate single words in a series.<br>s. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.<br>t. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.<br>u. Capitalize holidays, product names, and geographic names.<br>v. Capitalize important words in titles. |

[24] See Appendix A for the language skills sequence charts for skills that progress over time.
[25] Writing for real purposes and real audiences, meaningful, relevant, and useful to the writer.

## Conventions of Standard English Progression Tables

## L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.



| Kindergarten | Grade 1 | Grade 2 |
|---|---|---|
| **Knowledge of Language** | | |
| Code / Standard | | |
| L.3 (Begins in grade 2) | (Begins in grade 2) | Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Compare formal and informal uses of English (e.g., presentation vs. conversation style). |
| **Vocabulary Acquisition and Use** | | |
| Code / Standard | | |
| L.4 With guidance and support from adults, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.<br>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).<br>b. Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.<br>a. Use sentence-level context as a clue to the meaning of a word or phrase.<br>b. Use frequently occurring affixes as a clue to the meaning of a word.<br>c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looked, looking*). | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.<br>a. Use sentence-level context as a clue to the meaning of a word or phrase.<br>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).<br>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).<br>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).<br>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |
| L.5 With guidance and support from adults, explore word relationships and nuances in word meanings.<br>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.<br>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).<br>c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*). | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.<br>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.<br>b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a tiger is a large cat with stripes).<br>c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). | Demonstrate understanding of word relationships and nuances in word meanings.<br>a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).<br>b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*). |

| Kindergarten | Grade 1 | Grade 2 |
|---|---|---|
| d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings. | d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings. | |

| Kindergarten | | Grade 1 | Grade 2 |
|---|---|---|---|
| **Vocabulary Acquisition and Use, continued** | | | |
| Code | Standard | | |
| L.6 | Use words and phrases acquired through conversations, reading, being read to, and responding to texts. | Use words and phrases acquired through conversations, reading, being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*). | Use words and phrases acquired through conversations, reading, being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). |

## Grade 3

### Conventions of Standard English

| Code | Standard |
|---|---|
| L.1[26] | **Within the context of authentic English writing[27] and speaking…**<br>**Introduce:**<br>a. Produce complex and compound-complex sentences.<br>b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.<br>c. Form and use the perfect (e.g., I had walked; I have walked; I will walk) verb tenses.<br>d. Use helping and modal auxiliaries (e.g., can, may, must) to convey various conditions.<br>e. Form and use prepositional phrases.<br>**Practice:**<br>f. Ensure subject verb-agreement.<br>g. Produce compound sentences.<br>h. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.<br>i. Use regular plural nouns orally by adding /s/ or /es/.<br>j. Form and use regular and irregular plural nouns.<br>k. Use abstract nouns (e.g., childhood).<br>l. Use possessive nouns.<br>m. Form and use regular and irregular verbs.<br>n. Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.<br>o. Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.<br>p. Use coordinating and subordinating conjunctions.<br>q. Resolve issues of complex of contested usage, consulting reliable references as needed.<br>**Demonstrate proficiency in:**<br>r. Correctly use common homophones (e.g., to, too, two; there, their).<br>s. Use singular and plural nouns with matching verbs in basic sentence (simple subject/verb agreement).<br>t. Use collective nouns.<br>u. Form and use the past tense of frequently occurring irregular verbs.<br>v. Use verbs to convey a sense of past, present, and future.<br>w. Use reflexive pronouns (e.g., myself, ourselves).<br>x. Use demonstratives (that, those, these, this)<br>y. Use adverbs depending on what is to be modified.<br>z. Use and explain interjections. |

[26] See Appendix A for the language skills sequence charts for skills that progress over time.
[27] Writing for real purposes and real audiences, meaningful, relevant, and useful to the writer.

## Grade 4

### Conventions of Standard English

| Code | Standard |
|---|---|
| L.1[28] | **Within the context of authentic English writing[29] and speaking…**<br>**Introduce:**<br>a. Rearrange complete simple and compound sentences of a variety of lengths.<br>b. Ensure pronoun-antecedent agreement.<br>c. Explain and use linking verbs.<br>d. Use verb tense to convey various times and sequences.<br>e. Use relative pronouns (*who, whose, whom, which, that*).<br>f. Use relative adverbs (*where, when, why*).<br>g. Use correlative conjunctions (e.g., either/or, neither/nor).<br>**Practice:**<br>h. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.<br>i. Produce complex and compound-complex sentences.<br>j. Use possessive nouns.<br>k. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.<br>l. Form and use the perfect (e.g., I had walked; I have walked; I will walk) verb tenses.<br>m. Use helping and modal auxiliaries (e.g., can, may, must) to convey various conditions.<br>n. Resolve issues of complex of contested usage, consulting reliable references as needed.<br>**Demonstrate proficiency in:**<br>o. Ensure subject verb-agreement.<br>p. Produce compound sentences.<br>q. Use regular plural nouns orally by adding /s/ or /es/.<br>r. Form and use regular and irregular plural nouns.<br>s. Use abstract nouns (e.g., childhood).<br>t. Form and use regular and irregular verbs.<br>u. Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.<br>v. Explain the function of an adjective.<br>w. Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.<br>x. Use coordinating and subordinating conjunctions.<br>y. Explain the function of coordinating conjunctions.<br>z. Form and use prepositional phrases. |

[28] See Appendix A for the language skills sequence charts for skills that progress over time.
[29] Writing for real purposes and real audiences, meaningful, relevant, and useful to the writer.

## Grade 5

### Conventions of Standard English

| Code | Standard |
|---|---|
| L.1[30] | **Within the context of authentic English writing[31] and speaking…**<br>**Practice:**<br>a. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.<br>b. Produce complex and compound-complex sentences.<br>c. Rearrange complete simple and compound sentences of a variety of lengths.<br>d. Ensure pronoun-antecedent agreement.<br>e. Explain and use linking verbs.<br>f. Use verb tense to convey various times and sequences.<br>g. Use relative pronouns (*who, whose, whom, which, that*).<br>h. Use relative adverbs (*where, when, why*).<br>i. Use correlative conjunctions (e.g., either/or, neither/nor).<br>j. Resolve issues of complex of contested usage, consulting reliable references as needed.<br>**Demonstrate proficiency in:**<br>k. Use possessive nouns.<br>l. Explain the function of a noun.<br>m. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.<br>n. Form and use the perfect (e.g., I had walked; I have walked; I will walk) verb tenses.<br>o. Use helping and modal auxiliaries (e.g., can, may, must) to convey various conditions.<br>p. Explain the function of a verb. |

[30] See Appendix A for the language skills sequence charts for skills that progress over time.
[31] Writing for real purposes and real audiences, meaningful, relevant, and useful to the writer.

# Grades 3 -5

WORDS AND SENTENCES
upper lower case letters
question words (interrogatives)
Produce complete sentences in shared language activities
Produce and expand complete simple and compound declarative,…
Correctly use common homophones (e.g., to, too, two; there, their).
Ensure subject-verb agreement
Produce compound sentences
Produce complete sentences, recognizing and correcting…
Produce complex and compound-complex sentences.
Rearrange complete simple and compound sentence of a variety…
Ensure pronoun-antecedent agreement.
NOUNS
Common and Proper Nouns
Use singular and plural nouns with matching verbs in basic…
Use regular plural nouns orally by adding /s/ or/es/
Form and use regular and irregular plural nouns.
Use collective nouns
Use abstract nouns (e.g., childhood).
Use possessive nouns
Explain function of a noun
VERBS
Form and use the simple (e.g., I walked; I walk; I will walk) verb…
Use singular and plural nouns with matching verbs in basic…
Form and use past tense of frequently occuring irregular verbs
Use verbs to convey a sense of past, present, and future
Form and use regular and irregular verbs.
Form and use the progressive (e.g., I was walking; I am walking; I…
Use helping and modal auxiliaries (e.g., can, may, must) to…
Form and use the perfect (e.g., I had walked; I have walked; I will…
Explain and use linking verbs
Use verb tense to convey various times and sequences.
Explain the function of a verb
PRONOUNS
Use personal, possessive, and indefinite pronouns
Use reflexive pronouns (myself, ourselves)
Use relative pronouns (who, whose, whom, which, that).
ADJECTIVES
Use frequently occuring adjectives
Use articles
Use adjectives depending on what is to be modified
Use demonstratives (That, those, these, this)
Form and use comparative and superlative adjectives and…
Explain the function of an adjective
ADVERBS
Use adverbs depending on what is to be modified
Form and use comparative and superlative adverbs, and choose…
Use relative adverbs (where, when, why).
CONJUNCTIONS
Use frequently occuring conjunctions (and, or, but)
Use coordinating and subordinating conjunctions.
Explain the function of coordinating conjunction
Use correlative conjunctions (e.g., either/or, neither/nor).
PREPOSITIONS
Use prepositions
Form and use prepositional phrases.
OTHER
Use and explain interjections.
Resolve issues of complex or contested usage, consulting…
K 1 2 3 4 5 6 7 8 9/10 11/12
Introduce
Practice
Proficient
Continued Use and Practice

| Grade 3 | | Grade 4 |
|---|---|---|
| **Conventions of Standard English** | | |
| Code | Standard | |
| L.2[32] | **Within the context of authentic English writing and speaking…**<br>**Practice:**<br>a. Use commas and quotation marks in dialogue.<br>b. Form and use possessives.<br>c. Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).<br>d. Use commas and quotation marks to mark direct speech and quotations from a text.<br>e. Use a comma before a coordinating conjunction in a compound sentence.<br>f. Use punctuation to separate items in a series.<br>g. Use a comma to separate an introductory element from the rest of a sentence.<br>h. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Steve?).<br>i. Use underlining, quotation marks, or italics to indicate titles of works.<br>j. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).<br>**Display proficiency in:**<br>k. Use commas in greetings and closings of letters.<br>l. Use an apostrophe to form contractions and frequently occurring possessives.<br>m. Generalize learned spelling patterns when writing words (e.g., *cage → badge; boy → boil*).<br>n. Use commas in addresses.<br>o. Use conventional spelling for high-frequency and other studied words. | **Within the context of authentic English writing and speaking…**<br>**Practice:**<br>a. Use commas and quotation marks in dialogue.<br>b. Form and use possessives.<br>c. Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).<br>d. Use a comma to separate an introductory element from the rest of a sentence.<br>e. Use underlining, quotation marks, or italics to indicate titles of works.<br>f. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).<br>**Display proficiency in:**<br>g. Use commas and quotation marks to mark direct speech and quotations from a text.<br>h. Use a comma before a coordinating conjunction in a compound sentence.<br>i. Use punctuation to separate items in a series.<br>j. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Steve?). |

[32] See Appendix A for the language skills sequence charts for skills that progress over time.

## Grade 5

### Conventions of Standard English

| Code | Standard |
|---|---|
| L.2[33] | **Within the context of authentic English writing and speaking…**<br>**Practice:**<br>a. Use commas and quotation marks in dialogue.<br>b. Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).<br>c. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).<br>**Display proficiency in:**<br>d. Form and use possessives.<br>e. Use correct capitalization overall.<br>f. Use a comma to separate an introductory element from the rest of a sentence.<br>g. Use underlining, quotation marks, or italics to indicate titles of works. |

[33] See Appendix A for the language skills sequence charts for skills that progress over time.

## Conventions of Standard English Progression Tables

L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

| Grade 3 | Grade 4 | Grade 5 |
|---|---|---|
| **Knowledge of Language** | | |
| Code / Standard | | |
| L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Choose words and phrases for effect.<br>b. Recognize and observe differences between the conventions of spoken and written standard English. | Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Choose words and phrases to convey ideas precisely.<br>b. Choose punctuation for effect.<br>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). | Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.<br>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. |
| **Vocabulary Acquisition and Use** | | |
| Code / Standard | | |
| L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.<br>a. Use sentence-level context as a clue to the meaning of a word or phrase.<br>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/ disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).<br>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).<br>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.<br>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.<br>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).<br>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.<br>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.<br>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).<br>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| L.5 Demonstrate understanding of word relationships and nuances in word meanings.<br>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).<br>b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).<br>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*). | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.<br>b. Recognize and explain the meaning of common idioms, adages, and proverbs.<br>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Interpret figurative language, including similes and metaphors, in context.<br>b. Recognize and explain the meaning of common idioms, adages, and proverbs.<br>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |

| | | | |
|---|---|---|---|
| | | | |

## Language Standards L

| Grade 3 | | Grade 4 | Grade 5 |
|---|---|---|---|
| **Vocabulary Acquisition and Use, continued** | | | |
| Code | Standard | | |
| L.6 | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation*, and *endangered* when discussing animal preservation). | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). |

## Language Progressive Skills, by Grade

The following skills from the Language Standard 3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

| Standards | Grade level | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 3 | 4 | 5 | 6 | 7 | 8 | 9–10 | 11–12 |
| L.3.3a. Choose words and phrases for effect. | | | | | | | | |
| L.4.3a. Choose words and phrases to convey ideas precisely. | | | | | | | | |
| L.4.3b. Choose punctuation for effect. | | | | | | | | |
| L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style. | | | | | | | | |
| L.6.3b. Maintain consistency in style and tone. | | | | | | | | |
| L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | | | | | | | | |

## North Dakota English Language Arts Standards, Grades 6–12

# College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Key Ideas and Details (R 1-3)**

- Read closely to determine what the text says explicitly and to make logical inferences from it.
- Summarize the key supporting details and ideas.
- Determine central ideas or themes of a text and analyze their development.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Craft and Structure (R 4-6)**

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas (R 7-9)**

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity (R 10)**

- Read and comprehend complex literary and informational texts independently and proficiently.

**Note on range and content of student reading**

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

| Grade 6 | | Grade 7 | Grade 8 |
|---|---|---|---|
| **Key Ideas and Details** | | | |
| Code | Standard | | |
| RL.1 | Read closely and cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Read closely and cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Read closely and cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| RL.2 | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective (exclusive from personal opinions or judgments) summary of the text. | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. |
| RL.3 | Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. | Analyze how particular elements, such as foreshadowing, point of view, plot development, protagonist, antagonist, theme, etc., of a story or drama interact (e.g., how setting shapes the characters or plot). | Analyze how particular lines of dialogue or incidents in a story, poem, or drama propel the action, reveal aspects of a character, or prompt a decision. |
| **Craft and Structure** | | | |
| Code | Standard | | |
| RL.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.<br><br>(Figurative language may include simile, metaphor, hyperbole, personification; sounds may include onomatopoeia, rhyme, rhythm, etc.) | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.<br><br>(Figurative language may include simile, metaphor, hyperbole, personification; sounds may include onomatopoeia, rhyme, rhythm, etc.) | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.<br><br>(Figurative language may include simile, metaphor, hyperbole, personification; sounds may include onomatopoeia, rhyme, rhythm, etc.) |
| RL.5 | Analyze how part of a text (e.g. a particular sentence, chapter, scene, or stanza) fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. | Analyze how an author uses an entire text's (e.g. short story, drama, poem) form or structure to develop ideas. | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. |

| Grade 6 | | Grade 7 | Grade 8 |
|---|---|---|---|
| RL.6 | Explain how an author develops the point of view (e.g. first or third person narration, character's perspective) of the narrator or speaker in a text. | Analyze how an author develops and contrasts the points of view or perspectives of different characters or narrators in a text. | Explain how differences in the point of view of characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor. |

| Grade 6 | | Grade 7 | Grade 8 |
|---|---|---|---|
| **Integration of Knowledge and Ideas** | | | |
| Code | Standard | | |
| RL.7 | Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. | Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version. | Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. |
| RL.8 | (Not applicable to literature) | (Not applicable to literature) | (Not applicable to literature) |
| RL.9 | Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is reimagined or made new. |
| **Range of Reading and Level of Text Complexity** | | | |
| Code | Standard | | |
| RL.10 | By the end of grade 6, read and comprehend grade-level [34]appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding[35] as needed. | By the end of grade 7, read and comprehend grade-level [35] appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding [36] as needed. | By the end of grade 8, read and comprehend grade-level [35] appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding [36] as needed. |

[34] Grade-level reading level correlation chart is under construction and will be included at a later date.

[35] Scaffolding strategies may include building background knowledge, making textual connections, and recreational reading initiatives.

# Reading Standards for Informational/Nonfiction Text

RI

| Grade 6 | | Grade 7 | Grade 8 |
|---|---|---|---|
| **Key Ideas and Details** | | | |
| Code | Standard | | |
| RI.1 | Read closely and cite textual evidence (e.g. include graphs, charts, diagrams, maps, pictures, etc.) to support analysis of what the text says explicitly as well as inferences drawn from the text. | Read closely and cite several pieces of textual evidence (e.g. include graphs, charts, diagrams, maps, pictures, etc.) to support analysis of what the text says explicitly as well as inferences drawn from the text. | Read closely and cite the textual evidence (e.g. include graphs, charts, diagrams, maps, pictures, etc.) that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| RI.2 | Determine a central idea of a text and how it is conveyed through particular details; provide an objective (distinct from personal opinions or judgments) summary of the text.<br>a summary of the text distinct from personal opinions or judgments. | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective (distinct from personal opinions or judgments) summary of the text. | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. |
| RI.3 | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
| **Craft and Structure** | | | |
| Code | Standard | | |
| RI.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| RI.5 | Describe how a paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. | Analyze the structure an author uses to organize a text, including how sections, paragraphs, and/or particular sentences contribute to the whole and to the development of the ideas. |

## Reading Standards for Informational/Nonfiction Text RI

| Grade 6 | | Grade 7 | Grade 8 |
|---|---|---|---|
| RI.6 | Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. | Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. | Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |

## Reading Standards for Informational/Nonfiction Text RI

| Grade 6 | | Grade 7 | Grade 8 |
|---|---|---|---|
| **Integration of Knowledge and Ideas** | | | |
| Code | Standard | | |
| RI.7 | Integrate information presented in different media or formats (e.g., visuals, tables, charts, and graphs) as well as in written text to develop a coherent understanding of a topic or issue. | Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). | Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. |
| RI.8 | Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.[36] | Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. | Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. |
| RI.9 | Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). | Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. | Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. |
| **Range of Reading and Level of Text Complexity** | | | |
| Code | Standard | | |

[36] Supported claims may include historical or scientific evidence; non-supported claims may include propaganda and advertising.

| | | | |
|---|---|---|---|
| RI.10 | By the end of grade 6, read and comprehend grade-level[37] appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding [38]as needed. | By the end of grade 7, read and comprehend grade-level[37] appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding[38] as needed. | By the end of grade 8, read and comprehend grade-level[37] appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding[38] as needed. |

[37] Grade-level reading level correlation chart is under construction and will be included at a later date.

[38] Scaffolding strategies may include building background knowledge, making textual connections, and recreational reading initiatives.

| Grades 9–10 | | Grades 11–12 |
|---|---|---|
| **Key Ideas and Details**[39] | | |
| Code | Standard | |
| RL.1 | Comprehend texts:<br>a) Read closely to determine what the text says explicitly and implicitly.<br>b) Provide an objective summary of the text.<br>c) Cite strong and thorough textual evidence. | Comprehend texts:<br>a) Read closely to determine what the text says explicitly and implicitly.<br>b) Identify and analyze ambiguities in the text.<br>c) Provide an objective summary of the text.<br>d) Cite strong and thorough textual evidence. |
| RL.2 | Determine and analyze a theme and/or central idea of texts:<br>a) Determine a theme or central idea of a text.<br>b) Analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details<br>c) Cite strong and thorough textual evidence. | Determine and analyze themes and/or central ideas of texts:<br>a) Analyze in detail the development of the themes or ideas over the course of the text, including how they interact and build on one another to produce a complex account.<br>b) Cite strong and thorough textual evidence. |
| RL.3 | Analyze a variety of elements of texts:<br>a) Analyze how complex characters and/or literary elements (e.g., characters with multiple or conflicting motivations; symbolism, mood, setting, etc. in poetry) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.<br>b) Cite strong and thorough textual evidence. | Analyze a variety of elements of texts:<br>a) Analyze how multiple complex characters and/or literary elements (e.g., symbolism, mood, setting, etc.) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.<br>b) Cite strong and thorough textual evidence. |
| **Craft and Structure** | | |
| Code | Standard | |
| RL.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., evoking a sense of time and place; setting a formal or informal tone; identifying bias in language). | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that creates particular aesthetic effects. |

[39] It is often necessary to combine concepts in RL1-3 instead of teaching them in isolation.

| Grades 9–10 | | Grades 11–12 |
|---|---|---|
| | | |
| RL.5 | Analyze how an author's choices about ordering events and manipulating time creates such effects as mystery, tension, or surprise (e.g., pacing, flashbacks). | Analyze how an author's choices about structuring and relating different elements in the text (e.g. use of epilogues, prologues, acts, scenes, chapters, stanzas) contribute to meaning as well as aesthetic impact. |
| RL.6 | Analyze how cultural experiences influence particular points of view in diverse works of literature. | Determine purpose or point of view by distinguishing what is really meant from what is directly stated (e.g., in texts that use satire, sarcasm, irony, understatement, etc.) |

| Grades 9–10 | | Grades 11–12 |
|---|---|---|
| **Integration of Knowledge and Ideas** | | |
| Code | Standard | |
| RL.7 | Analyze and evaluate the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the material. |
| RL.8 | (Not applicable to literature) | (Not applicable to literature) |
| RL.9 | Find connections between texts to analyze and evaluate how effectively an author draws on other texts in a specific work (e.g., through allusions, prequels, sequels, transforming an earlier story, etc.). | Analyze and evaluate how two or more texts within and/or across time periods treat similar themes or topics. |
| **Range of Reading and Level of Text Complexity** | | |
| Code | Standard | |
| RL.10[40], [41], [42] | By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently,<br><br>By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed. | By the end of grade 11, read and comprehend grade-level**Error! Bookmark not defined.** appropriate literature with appropriate text complexity in a variety of print genres and other media, proficiently and independently.<br><br>By the end of grade 12, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently. |

[40] Grade-level reading level correlation chart is under construction and will be included at a later date.
[41] Scaffolding strategies may include building background knowledge, making textual connections, and recreational reading initiatives.
[42] Text complexity should guide district's choice of literature. See glossary for "text complexity" and related terms, and Appendix A for additional clarity.

# Reading Standards for Informational/Nonfiction Text

**RI**

| Grades 9–10 | | Grades 11–12 |
|---|---|---|
| **Key Ideas and Details**[43] | | |
| Code | Standard | |
| RI.1 | Comprehend texts:<br><br>a) Read closely to determine what the text says explicitly and implicitly.<br>b) Provide an objective summary of the text.<br>c) Cite strong and thorough textual evidence. | Comprehend texts:<br><br>a) Read closely to determine what the text says explicitly and implicitly.<br>b) Identify and analyze ambiguities in the text.<br>c) Provide an objective summary of the text.<br>d) Cite strong and thorough textual evidence. |
| RI.2 | Determine and analyze a theme and/or central idea of texts:<br><br>a) Determine a theme or central idea of a text.<br>b) Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.<br>c) Cite strong and thorough textual evidence. | Determine and analyze themes and/or central ideas of texts:<br><br>a) Determine two or more themes or central ideas of a text.<br>b) Analyze the development of the themes or ideas over the course of the text, including how they interact and build on one another to produce a complex account.<br>c) Cite strong and thorough textual evidence. |
| RI.3 | Analyze a variety of elements of texts:<br><br>a) Analyze a set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.<br>a) Cite strong and thorough textual evidence. | Analyze a variety of elements of texts:<br><br>a) Analyze how a series of ideas or events unfolds in the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.<br>b) Cite strong and thorough textual evidence. |
| **Craft and Structure** | | |
| Code | Standard | |

[43] It is often necessary to combine concepts in RI1-3 instead of teaching them in isolation.

## Reading Standards for Informational/Nonfiction Text

**RI**

| Grades 9–10 | | Grades 11–12 |
|---|---|---|
| RI.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone (e.g., analyzing how the language of a court opinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language). | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone, including words with multiple meanings or language that creates particular effects. |
| RI.5 | Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. | Analyze and evaluate the effectiveness of the author's choices about structure to achieve a particular purpose with an intended audience. |
| RI.6 | Determine an author's point of view or purpose, and possible biases in a text and analyze how the author's choices advance or detract from the effectiveness of the text. | Determine an author's point of view, or purpose, and possible biases in a text and analyze how the author's choices about style, content, and presentation are particularly effective or ineffective in achieving the author's purposes. |

## Reading Standards for Informational/Nonfiction Text

**RI**

| Grades 9–10 | | Grades 11–12 |
|---|---|---|
| **Integration of Knowledge and Ideas** | | |
| Code | Standard | |
| RI.7 | Analyze various accounts of a subject told in different media (e.g., a person's life story in both print and multimedia), including determining which details are emphasized in each account. | Analyze and evaluate multiple sources of information presented in different media or formats (e.g., visuals, videos, tables, charts, and graphs) including written text. |
| RI.8 | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. | Delineate and evaluate a text's argumentative reasoning and persuasive techniques, including emotional appeals and establishing credibility, in texts. |

| Grades 9–10 | | Grades 11–12 |
|---|---|---|
| RI.9 | Analyze how author's draw on other texts in a specific work (e.g., through allusion, direct reference, etc.), including how they address related themes and concepts. | Analyze how texts within and/or across time periods treat similar topics, addressing their themes, purposes, and rhetorical strategies. [44] |
| **Range of Reading and Level of Text Complexity** | | |
| Code | Standard | |
| RI.10 [45], [46] | By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently.<br><br>By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently. | By the end of grade 11, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently.<br><br>By the end of grade 12, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently. |

[44] For example, comparing two foundational U.S. documents, or comparing primary sources of historical significance with current texts that address the same topics.
[45] With scaffolding as needed. Scaffolding strategies may include building background knowledge, making textual connections, and recreational reading initiatives.
[46] Text complexity should guide district's choice of literature. See glossary for "text complexity" and related terms, and Appendix A for additional clarity.

# College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Text Types and Purposes* (W 1-3)**

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production, Distribution, and Range of Writing (W 4-6)**

- Produce clear and coherent writing in which the development, organization, and style are appropriate for a range of tasks, purposes, and audiences.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge (W 7-9)**

- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

* These broad types of writing may include many subgenres.

**Note on range and content of student writing**

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative— to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

| Grade 6 | Grade 7 | Grade 8 |
|---|---|---|
| **Text Types and Purposes** | | |
| Code / Standard | | |
| W.1 Write arguments to support claim(s) (thesis statement) with clear reasons and relevant evidence.<br>a. Introduce claim(s) and organize the reasons and evidence clearly.<br>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.<br>c. Use words, phrases, and clauses as transitions to clarify the relationships among claim(s) and reasons.<br>d. Establish and maintain a formal writing style.<br>e. Provide a concluding statement or section that follows from the argument presented. | W.1 Write arguments to support claim(s) (thesis statement) with clear reasons and relevant evidence.<br>a. Introduce claim(s), acknowledge alternate or opposing claims (counterclaims), and organize the reasons and evidence logically.<br>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.<br>c. Use words, phrases, and clauses as transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.<br>d. Establish and maintain a formal writing style.<br>e. Provide a concluding statement or section that follows from and supports the argument presented. | W.1 Write arguments to support claim(s) (thesis statement) with clear reasons and relevant evidence.<br>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims (counterclaims), and organize the reasons and evidence logically.<br>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.<br>c. Use words, phrases, and clauses as transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.<br>d. Establish and maintain a formal writing style.<br>e. Provide a concluding statement or section that follows from and supports the argument presented. |
| W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<br>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.<br>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.<br>c. Use appropriate words, phrases, and clauses as transitions to clarify the relationships among ideas and concepts.<br>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.<br>e. Establish and maintain a formal writing style. | W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<br>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.<br>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.<br>c. Use appropriate words, phrases, and clauses as transitions to create cohesion and clarify the relationships among ideas and concepts.<br>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<br>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.<br>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.<br>c. Use appropriate and varied words, phrases, and clauses as transitions to create cohesion and clarify the relationships among ideas and concepts.<br>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.<br>e. Establish and maintain a formal writing style. |

| Grade 6 | Grade 7 | Grade 8 |
|---|---|---|
| f. Provide a concluding statement or section that follows from the information or explanation presented. | e. Establish and maintain a formal writing style.<br>f. Provide a concluding statement or section that follows from and supports the information or explanation presented. | f. Provide a concluding statement or section that follows from and supports the information or explanation presented. |

## Writing Standards W

| Grade 6 | | Grade 7 | Grade 8 |
|---|---|---|---|
| **Text Types and Purposes, continued** | | | |
| Code | Standard | | |
| W.3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.<br>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.<br>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.<br>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.<br>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.<br>e. Provide a conclusion that follows from the narrated experiences or events. | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.<br>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.<br>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.<br>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.<br>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.<br>e. Provide a conclusion that follows from and reflects on the narrated experiences or events. | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.<br>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.<br>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.<br>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.<br>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.<br>e. Provide a conclusion that follows from and reflects on the narrated experiences or events. |
| **Production, Distribution, and Range of Writing** | | | |
| Code | Standard | | |

| Grade 6 | | Grade 7 | Grade 8 |
|---|---|---|---|
| W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.) | Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.) | Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.) |
| W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8) |
| W.6 | Use technology[47], including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others. | Use technology[47] including the Internet, to produce and publish grade-level writing, link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. | Use technology[47], including the Internet, to produce and publish grade-level writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |

[47] Technology may include, but is not limited to the use of keyboarding. It is not intended that keyboarding be taught in the ELA classroom.

| Grade 6 | | Grade 7 | Grade 8 |
|---|---|---|---|
| **Research to Build and Present Knowledge** | | | |
| Code | Standard | | |
| W.7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| W.8 | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the information and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the information and conclusions of others while avoiding plagiarism and following a standard format for citation. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the information and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| W.9 | Incorporate evidence from literary or informational texts to support analysis, reflection, and research.<br>a. Apply *grade 6 Reading standards* to literature (e.g., Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics.).<br>b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.). | Incorporate evidence from literary or informational texts to support analysis, reflection, and research.<br>a. Apply *grade 7 Reading standards* to literature (e.g., Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.).<br>b. Apply *grade 7 Reading standards* to literary nonfiction (e.g., Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is sufficient to support the claims.). | Incorporate evidence from literary or informational texts to support analysis, reflection, and research.<br>a. Apply *grade 8 Reading standards* to literature (e.g., Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is reimagined or made new.).<br>b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.). |

| Grades 9–10 | | Grades 11–12 |
|---|---|---|
| **Text Types and Purposes** | | |
| Code | Standard | |
| W.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.<br><br>a. Introduce precise claim(s) and distinguish the claim(s) from alternate or opposing claims; engage and orient the reader.<br>b. Organize writing to establish clear relationships among claim(s), counterclaims, reasons, and evidence.<br>c. Develop claim(s) and counterclaims, pointing out the strengths and limitations of both by, and supplying relevant and credible evidence.<br>d. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.<br>e. Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.<br>f. Provide a conclusion that follows from and supports the argument presented. | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant and sufficient evidence and appropriate rhetorical strategies, for a variety of purposes, audiences, and contexts.<br><br>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), and distinguish the claim(s) from alternate or opposing claims; engage and orient the reader.<br>b. Organize writing to logically sequences claim(s), counterclaims, reasons, and evidence.<br>c. Develop claim(s) and counterclaims, pointing out the strengths and limitations of both by supplying relevant and credible evidence, and use appropriate rhetorical strategies for the audience's knowledge level, concerns, values, and possible biases.<br>d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.<br>e. Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.<br>f. Provide a conclusion that follows from and supports the argument presented.<br>g. Incorporate elements of narrative and informative/explanatory writing into arguments when appropriate for purpose, audience, and context. |
| W.2 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.<br><br>a. Introduce a topic and establish a clear focus, purpose, and thesis statement to, and engage and orient the reader.<br>b. Organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.<br>c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.<br>d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.<br>e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.<br>f. Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content, for a variety of purposes, audiences, and contexts.<br><br>a. Introduce a topic and establish a clear focus, purpose, and thesis statement to engage and orient the reader.<br>b. Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.<br>c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.<br>d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.<br>e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.<br>f. Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing. |

| | Grades 9–10 | Grades 11–12 |
|---|---|---|
| | g. Provide a conclusion that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | g. Provide a conclusion that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).<br>h. Incorporate elements of narrative and argument writing into informative/explanatory writing when appropriate for purpose, audience, and context. |
| W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.<br>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.<br>b. Use a variety of techniques to sequence events in a smooth progression, so that they build on one another to create a coherent whole.<br>c. Use narrative techniques (e.g., dialogue, pacing, description, reflection, and complex plots) to develop experiences, events, and/or characters.<br>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.<br>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences, for a variety of purposes, audiences, and contexts.<br>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters<br>b. Use a variety of techniques to sequence events in a smooth progression, so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, resolution).<br>c. Use narrative techniques (e.g., dialogue, pacing, description, reflection, and complex plots), to develop experiences, events, and/or characters.<br>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.<br>e. Provide a conclusion that follows what is experienced, observed, or resolved over the course of the narrative.<br>f. Incorporate elements of argument and informative/explanatory writing into narratives when appropriate for purpose, audience, and context. |

**Production, Distribution, and Range of Writing**

| Code | Standard | |
|---|---|---|
| W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.) | Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.) |
| W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) |
| W.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products,. Use technology's capacity to link to other information and to display information flexibly and effectively. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, including new arguments or information. Use technology's capacity to link to other information and to display information flexibly and effectively. |

| Grades 9–10 | | Grades 11–12 |
|---|---|---|
| **Research to Build and Present Knowledge** | | |
| Code | Standard | |
| W.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem.<br><br>a. Narrow or broaden the inquiry when appropriate.<br>b. Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem.<br><br>a. Narrow or broaden the inquiry when appropriate.<br>b. Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| W.8 | Gather relevant information from multiple authoritative print and digital sources.<br><br>a. Use advanced searches effectively.<br>b. Assess the usefulness of each source in answering the research question.<br>c. Integrate information into the text selectively to maintain the flow of ideas.<br>d. Avoid plagiarism<br>e. Write and edit work so that it conforms to the guidelines in a style guide (e.g., MLA, APA, Chicago, Turabian) appropriate for the discipline and writing type | Gather relevant information from multiple authoritative print and digital sources.<br><br>a. Use advanced searches effectively.<br>b. Assess the strengths and limitations of each source in terms of the task, purpose, and audience.<br>c. Integrate information into the text selectively to maintain the flow of ideas.<br>d. Avoid plagiarism and overreliance on any one source<br>e. Write and edit work so that it conforms to the guidelines in a style guide (e.g., MLA, APA, Chicago, Turabian) appropriate for the discipline and writing type |
| W.9 | Draw evidence from texts to support analysis, reflection, and research; using comprehension and analysis skills described in 9-10 reading standards. | Draw evidence from texts to support analysis, reflection, and research; using comprehension and analysis skills described in 11-12 reading standards. |

# College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Comprehension and Collaboration (SL 1-3)

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### Presentation of Knowledge and Ideas (SL 4-6)

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Note on range and content of student speaking and listening**

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

| Grade 6 | Grade 7 | Grade 8 |
|---|---|---|
| **Comprehension and Collaboration** | | |
| Code / Standard | | |
| SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.<br>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.<br>b. Follow rules for collaborative discussions, set specific goals and deadlines, and define individual roles as needed.<br>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.<br>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. | SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.<br>a. Come to discussions prepared, having read the material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.<br>b. Follow rules for collaborative discussions, track progress toward specific goals and deadlines, and define individual roles as needed.<br>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.<br>d. Acknowledge new information expressed by others and, when warranted, modify their own views. | SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.<br>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.<br>b. Follow rules for collaborative discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.<br>c. Pose questions that connect the ideas of several speakers and elicit elaboration, and respond to others' questions and comments with relevant evidence, observations, and ideas.<br>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented. |
| SL.2 Use introductory note-taking strategies to interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. | SL.2 Use introductory note-taking strategies to analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. | SL.2 Use effective note-taking strategies to analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. |
| SL.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. | SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. |
| **Presentation of Knowledge and Ideas** | | |
| Code / Standard | | |

## Speaking and Listening Standards SL

| Grade 6 | | Grade 7 | Grade 8 |
|---|---|---|---|
| SL.4 | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | Present claims and findings, emphasizing significant points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. | Present claims and findings, emphasizing significant points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
| SL.5 | Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. |
| SL.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.) | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.) |

## Speaking and Listening Standards SL

| Grades 9–10 | | Grades 11–12 |
|---|---|---|
| **Comprehension and Collaboration** | | |
| Code | Standard | |
| SL.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.<br>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.<br>b. Work with peers to set rules for collaborative discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.<br>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.<br>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. | Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.<br>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.<br>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.<br>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.<br>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| SL.2 | Using appropriate strategies, (e.g. notetaking), integrate multiple sources of information presented in diverse media or formats (e.g., oral, images, videos, tables, charts, graphs, orally) evaluating the credibility and accuracy of each source, | Using appropriate strategies (e.g. notetaking), integrate multiple sources of information presented in diverse media and formats (e.g., oral, images, videos, tables, charts, graphs, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among them, |
| SL.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetorical strategies, identifying any fallacious reasoning or exaggerated or distorted evidence. | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetorical strategies, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |

## Speaking and Listening Standards SL

| Grades 9–10 | | Grades 11–12 |
|---|---|---|
| | | |
| **Presentation of Knowledge and Ideas** | | |
| Code | Standard | |
| SL.4 | Organize, develop, and present claims, information, findings, and supporting evidence using communication techniques appropriate to purpose, audience, and task. | Organize, develop, and present claims, information, findings, and supporting evidence using communication techniques appropriate to purpose and audience in a range of formal and informal tasks.<br><br>. |
| SL.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| SL.6 | Adapt speech verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating fluency and poise, and command of formal English when indicated or appropriate. | Adapt verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating fluency and poise, and a command of formal English when indicated or appropriate. |

## College and Career Readiness Anchor Standards for Language

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Conventions of Standard English[48]* (L 1-2)**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language (L 3)**

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Vocabulary Acquisition and Use (L 4-6)**

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of word relationships and nuances in word meanings.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Note on range and content of student language use**

To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

[48] See the language skill sequence charts (Appendix A) for L1 and L2 and the progressive language chart for L3 for skills that progress over time.

## Grade 6

### Conventions of Standard English

| Code | Standard |
|---|---|
| L.1[49] | **Within the context of authentic English writing[50] and speaking…**<br>**Introduce:**<br>a. Recognize and correct inappropriate shifts in verb tense.<br>b. Ensure that pronouns are in the proper case (subjective, objective, possessive).<br>c. Recognize and correct inappropriate shifts in pronoun number and person.<br>**Practice:**<br>d. Produce complex and compound-complex sentences.<br>e. Rearrange complete simple and compound sentences of a variety of lengths.<br>f. Ensure pronoun-antecedent agreement.<br>g. Use correlative conjunctions (e.g., either/or, neither/nor).<br>h. Resolve issues of complex of contested usage, consulting reliable references as needed.<br>**Demonstrate proficiency in:**<br>i. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.<br>j. Explain and use linking verbs.<br>k. Use verb tense to convey various times and sequences.<br>l. Use relative pronouns (*who, whose, whom, which, that*).<br>m. Explain the function of pronouns.<br>n. Use relative adverbs (*where, when, why*). |

[49] See Appendix A for the language skills sequence charts for skills that progress over time.
[50] Writing for real purposes and real audiences, meaningful, relevant, and useful to the writer.

## Grade 7

### Conventions of Standard English

| Code | Standard |
|---|---|
| L.1[51] | **Within the context of authentic English writing[52] and speaking…**<br>**Introduce:**<br>a. Use and describe verbals (gerunds, participles, infinitives) in general and their function in particular sentences.<br>b. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.<br>c. Explain the function of phrases and clauses in general and their function in specific sentences.<br>d. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.<br>e. Form and use verbs in the active and passive voice<br>f. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).<br>**Practice:**<br>g. Rearrange complete simple and compound sentences of a variety of lengths.<br>h. Ensure pronoun-antecedent agreement.<br>i. Recognize and correct inappropriate shifts in verb tense.<br>j. Ensure that pronouns are in the proper case (subjective, objective, possessive).<br>k. Recognize and correct inappropriate shifts in pronoun number and person.<br>l. Resolve issues of complex of contested usage, consulting reliable references as needed.<br>**Demonstrate proficiency in:**<br>m. Produce complex and compound-complex sentences.<br>n. Use correlative conjunctions (e.g., either/or, neither/nor).<br>o. Explain the function of subordinating conjunctions.<br>p. Explain the function of a prepositional phrase. |

[51] See Appendix A for the language skills sequence charts for skills that progress over time.
[52] Writing for real purposes and real audiences, meaningful, relevant, and useful to the writer.

## Grade 8

### Conventions of Standard English

| Code | Standard |
|---|---|
| L.1[53] | **Within the context of authentic English writing[54] and speaking…**<br>**Introduce:**<br>a. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.<br>b. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).<br>**Practice:**<br>c. Ensure pronoun-antecedent agreement.<br>d. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.<br>e. Explain the function of phrases and clauses in general and their function in specific sentences.<br>f. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.<br>g. Recognize and correct inappropriate shifts in verb tense.<br>h. Ensure that pronouns are in the proper case (subjective, objective, possessive).<br>i. Recognize and correct inappropriate shifts in pronoun number and person.<br>j. Resolve issues of complex of contested usage, consulting reliable references as needed.<br>**Demonstrate proficiency in:**<br>k. Rearrange complete simple and compound sentences of a variety of lengths.<br>l. Use and describe verbals (gerunds, participles, infinitives) in general and their function in particular sentences.<br>m. Form and use verbs in the active and passive voice<br>n. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).<br>o. Explain the function of an adverb. |

[53] See Appendix A for the language skills sequence charts for skills that progress over time.
[54] Writing for real purposes and real audiences, meaningful, relevant, and useful to the writer.

Grades 6 - 8
WORDS AND SENTENCES
upper lower case letters
question words (interrogatives)
Produce complete sentences in shared language activities
Produce and expand complete simple and compound declarative, interrogative,…
Correctly use common homophones (e.g., to, too, two; there, their).
Ensure subject-verb agreement
Produce compound sentences
Produce complete sentences, recognizing and correcting inappropriate fragments…
Produce complex and compound-complex sentences.
Rearrange complete simple and compound sentence of a variety of lengths
Ensure pronoun-antecedent agreement.
Use and describe verbals (gerunds, participles, infinitives) in general and their…
Recognize variations from standard English in their own and others' writing and…
Explain the function of phrases and clauses in general and their function in…
Choose among simple, compound, complex, and compound-complex sentences…
Place phrases and clauses within a sentence, recognizing and correcting…
NOUNS
Common and Proper Nouns
Use singular and plural nouns with matching verbs in basic sentences (simple…
Use regular plural nouns orally by adding /s/ or/es/
Form and use regular and irregular plural nouns.
Use collective nouns
Use abstract nouns (e.g., childhood).
Use possessive nouns
Explain function of a noun
VERBS
Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
Use singular and plural nouns with matching verbs in basic sentences (simple…
Form and use past tense of frequently occuring irregular verbs
Use verbs to convey a sense of past, present, and future
Form and use regular and irregular verbs.
Form and use the progressive (e.g., I was walking; I am walking; I will be walking)…
Use helping and modal auxiliaries (e.g., can, may, must) to convey various…
Form and use the perfect (e.g., I had walked; I have walked; I will have walked)…
Explain and use linking verbs
Use verb tense to convey various times and sequences.
Explain the function of a verb
Recognize and correct inappropriate shifts in verb tense.
Form and use verbs in the active and passive voice.
PRONOUNS
Use personal, possessive, and indefinite pronouns
Use reflexive pronouns (myself, ourselves)
Use relative pronouns (who, whose, whom, which, that).
Explain the function of pronouns
Ensure that pronouns are in the proper case (subjective, objective, possessive).
Recognize and correct inappropriate shifts in pronoun number and person.
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous…
ADJECTIVES
Use frequently occuring adjectives
Use articles
Use adjectives depending on what is to be modified
Use demonstratives (That, those, these, this)
Form and use comparative and superlative adjectives and choose between them…
Explain the function of an adjective
Order adjectives within sentences according to conventional patterns (e.g., a small…
ADVERBS
Use adverbs depending on what is to be modified
Form and use comparative and superlative adverbs, and choose between them…
Use relative adverbs (where, when, why).
Explain the function of an adverb
CONJUNCTIONS
Use frequently occuring conjunctions (and, or, but)
Use coordinating and subordinating conjunctions.
Explain the function of coordinating conjunction
Use correlative conjunctions (e.g., either/or, neither/nor).
Explain the function of subordinating conjunction.
PREPOSITIONS
Use prepositions
Form and use prepositional phrases.
Explain the function of a prepositional phrase.
OTHER
Use and explain interjections.
Resolve issues of complex or contested usage, consulting reliable references as…
K 1 2 3 4 5 6 7 8 9/10 11/12
Introduce
Practice
Proficient
Continued Use and Practice

| Grade 6 | | Grade 7 |
|---|---|---|
| **Conventions of Standard English** | | |
| Code | Standard | |
| | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |
| L.2[55] | **Practice:**<br>a. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)<br>**Display proficiency in:**<br>b. Use commas and quotation marks in dialogue.<br>c. Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness). | **Practice:**<br>a. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts) |

[55] See Appendix A for the language skills sequence charts for skills that progress over time.

## Grade 8

### Conventions of Standard English

| Code | Standard |
|---|---|
| | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.2[56] | **Introduce:**<br>a. Use punctuation (comma, ellipsis, dash) to set off nonrestrictive/parenthetical elements<br>b. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.<br>c. Use a colon to introduce a list or quotation.<br>**Practice:**<br>d. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)<br>**Display proficiency in:**<br>e. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). |

[56] See Appendix A for the language skills sequence charts for skills that progress over time.

# Conventions of Standard English Progression Tables

L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing

| Grade 6 | Grade 7 | Grade 8 |
|---|---|---|
| **Knowledge of Language** | | |
| Code / Standard | | |
| L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Vary sentence patterns for meaning, reader/listener interest, and style.<br>b. Maintain consistency in style. | Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. With varied sentence patterns, choose language that expresses ideas concisely; recognize and eliminate redundancy. | Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Appropriately use verbs in the active and passive voice. |
| **Vocabulary Acquisition and Use** | | |
| Code / Standard | | |
| L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.<br>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.<br>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).<br>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.<br>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.<br>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).<br>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.<br>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.<br>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).<br>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| L.5 Demonstrate understanding of figurative language, word relationships (analogies), and nuances in word meanings.<br>a. Interpret figures of speech in context. (Figures of speech may include similes, metaphors, hyperboles, personification, idioms, alliteration, and onomatopoeia.)<br>b. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, thrifty*). | Demonstrate understanding of figurative language, word relationships (analogies), and nuances in word meanings.<br>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. (Figures of speech may include similes, metaphors, hyperboles, personification, idioms, alliteration, and onomatopoeia.)<br>b. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*). | Demonstrate understanding of figurative language, word relationships (analogies), and nuances in word meanings.<br>a. Interpret figures of speech (e.g., verbal irony, puns) in context. (Figures of speech may include similes, metaphors, hyperboles, personification, idioms, alliteration, and onomatopoeia.)<br>b. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*). |

| Grade 6 | | Grade 7 | Grade 8 |
|---|---|---|---|
| L.6 | Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## Grades 9/10 (Part 1)

### Conventions of Standard English

| Code | Standard |
|---|---|
| L.1[57] | **Within the context of authentic English writing[58] and speaking…**<br>**Introduce:**<br>a. Use parallel structure.<br>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.<br>c. Recognize and correct inappropriate shifts in verb voice (active vs. passive).<br>**Practice:**<br>d. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.<br>e. Recognize and correct inappropriate shifts in verb tense.<br>f. Resolve issues of complex of contested usage, consulting reliable references as needed.<br>**Demonstrate proficiency in:**<br>g. Ensure pronoun-antecedent agreement.<br>h. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.<br>i. Explain the function of phrases and clauses in general and their function in specific sentences.<br>j. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.<br>k. Ensure that pronouns are in the proper case (subjective, objective, possessive).<br>l. Recognize and correct inappropriate shifts in pronoun number and person.<br>m. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |

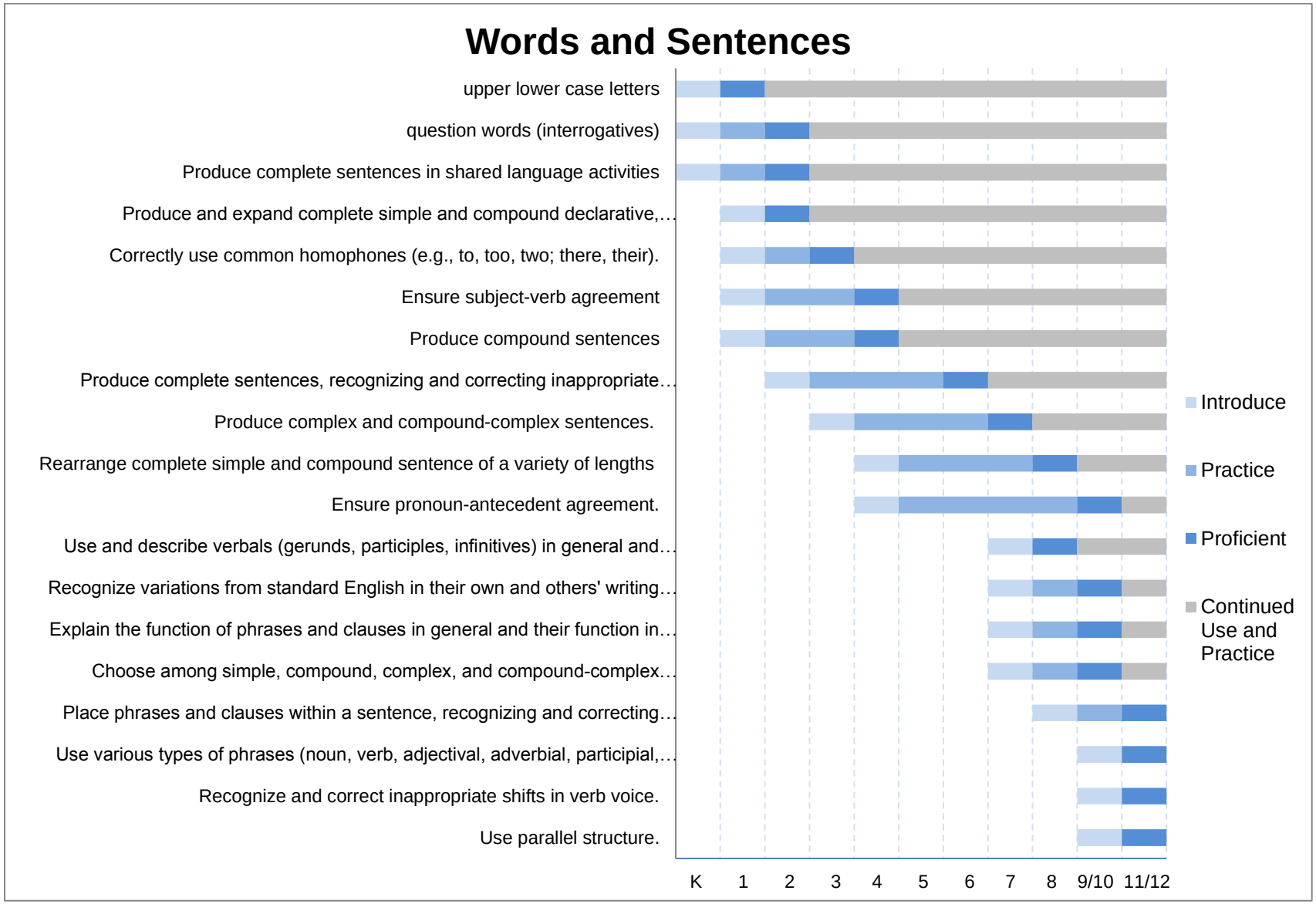
[57] See Appendix A for the language skills sequence charts for skills that progress over time.
[58] Writing for real purposes and real audiences, meaningful, relevant, and useful to the writer.

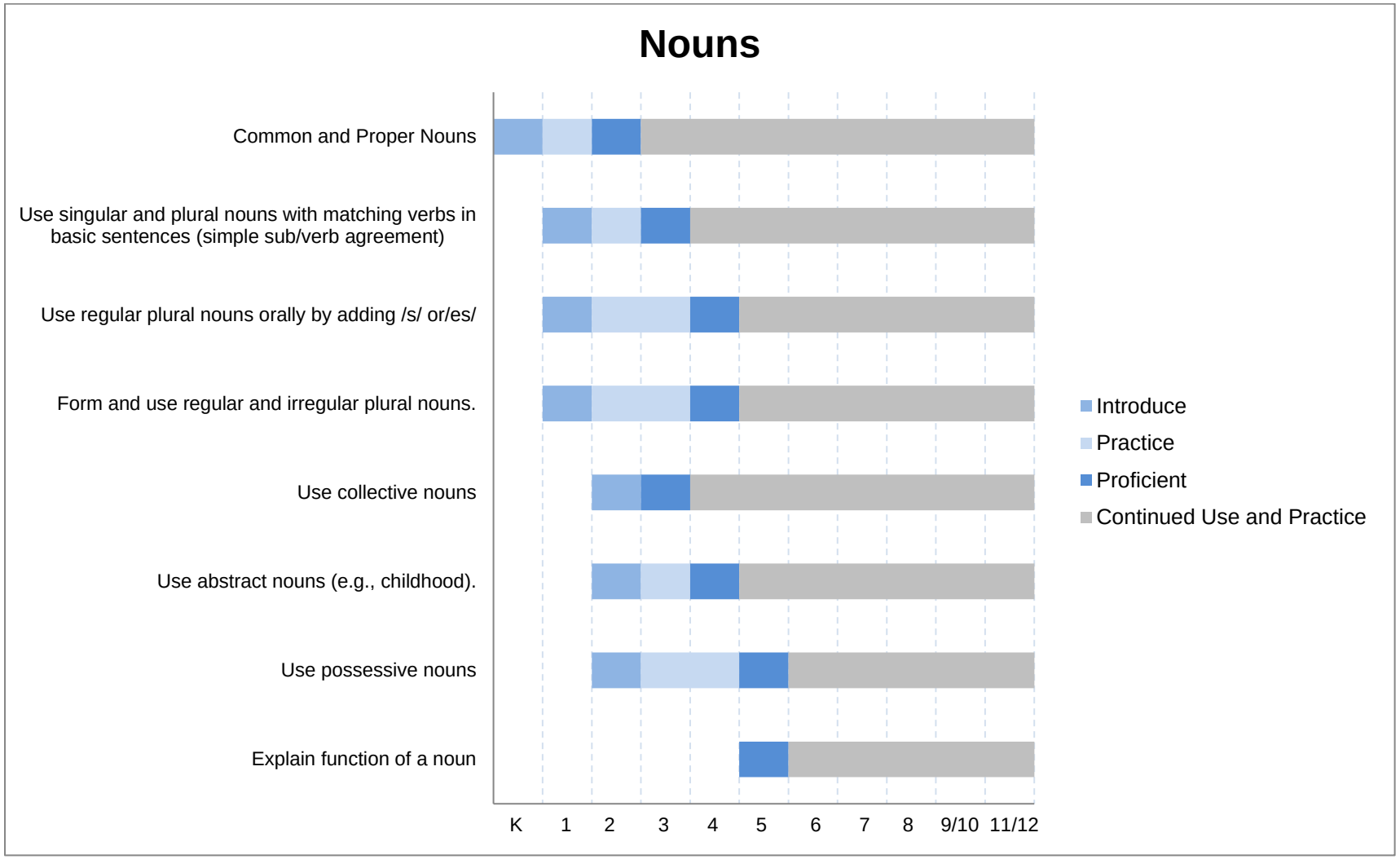
## Grades 11/12 (Part 1)

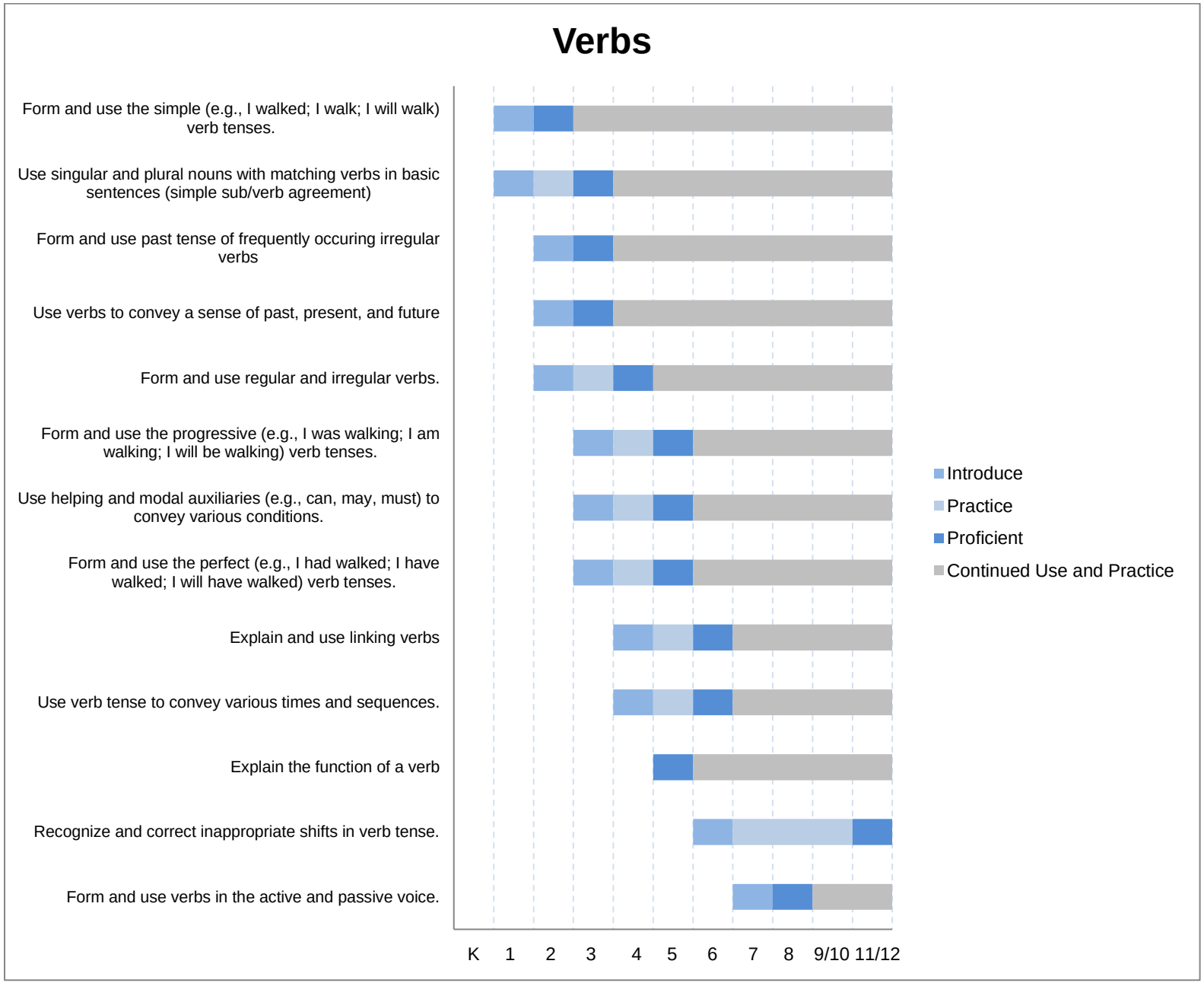
### Conventions of Standard English

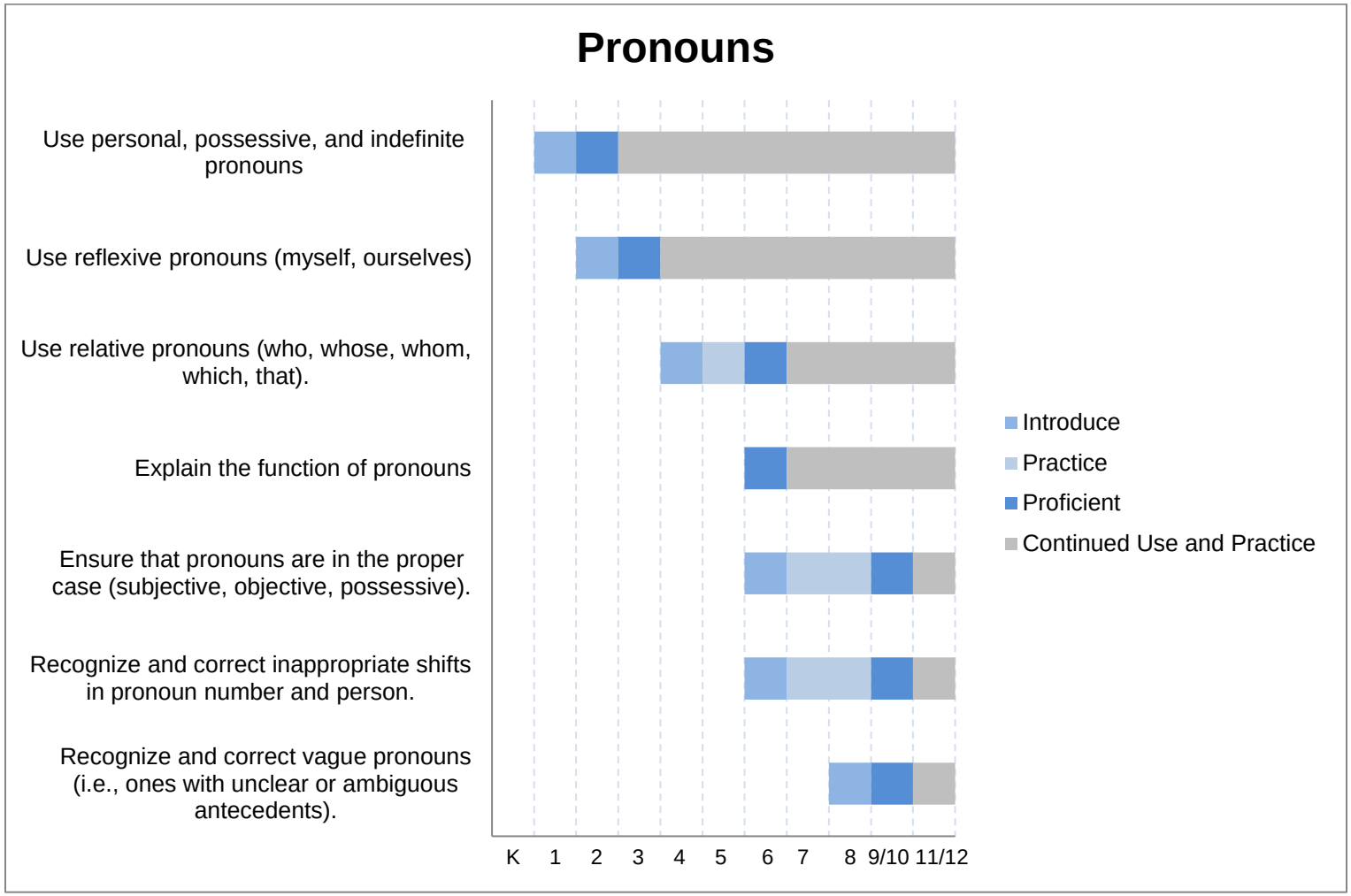
| Code | Standard |
|---|---|
| L.1[59] | **Within the context of authentic English writing[60] and speaking…**<br>**Demonstrate proficiency in:**<br>a. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.<br>b. Use parallel structure.<br>c. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.<br>d. Recognize and correct inappropriate shifts in verb voice (active vs. passive).<br>e. Recognize and correct inappropriate shifts in verb tense.<br>f. Resolve issues of complex of contested usage, consulting reliable references as needed. |

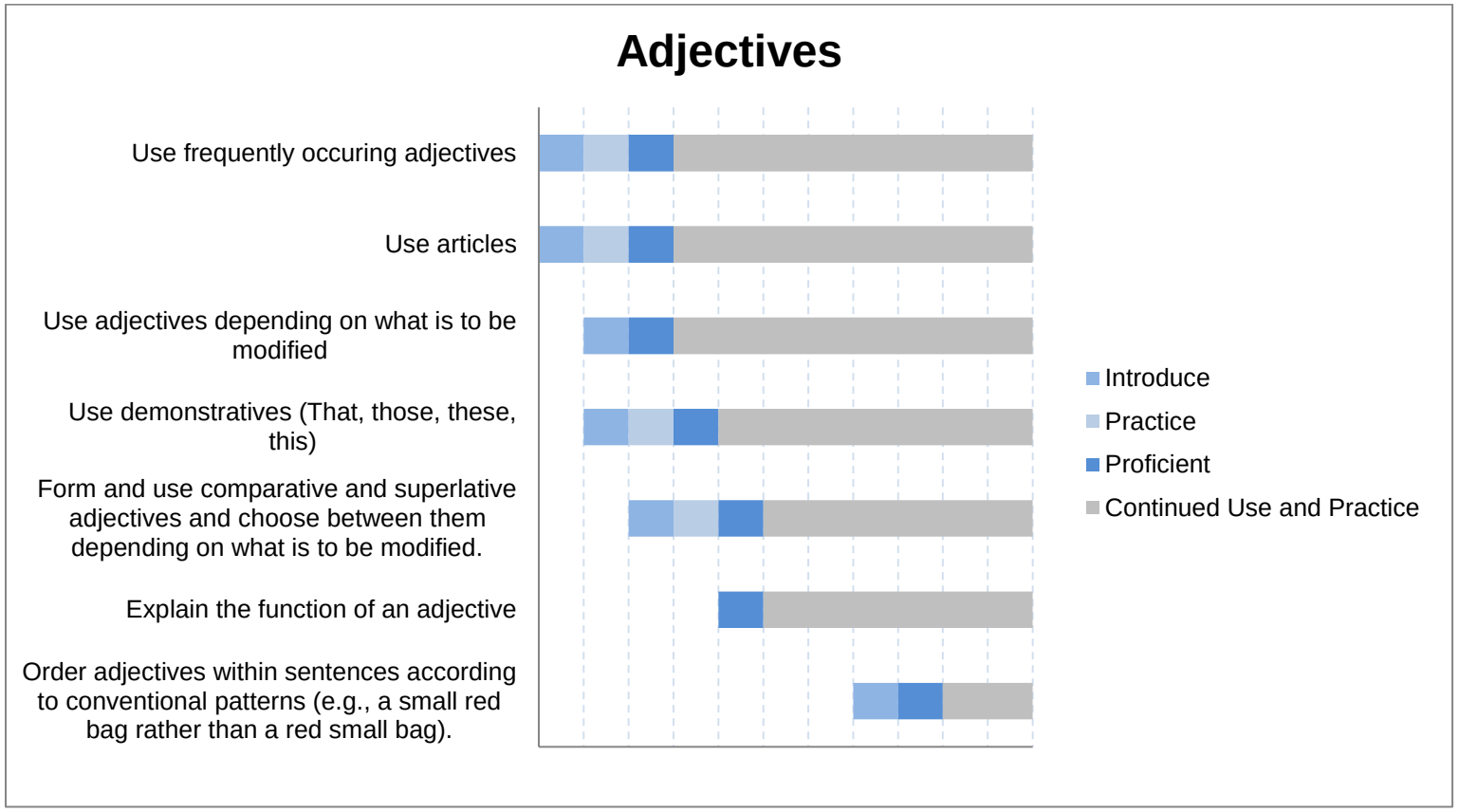
[59] See Appendix A for the language skills sequence charts for skills that progress over time.
[60] Writing for real purposes and real audiences, meaningful, relevant, and useful to the writer.

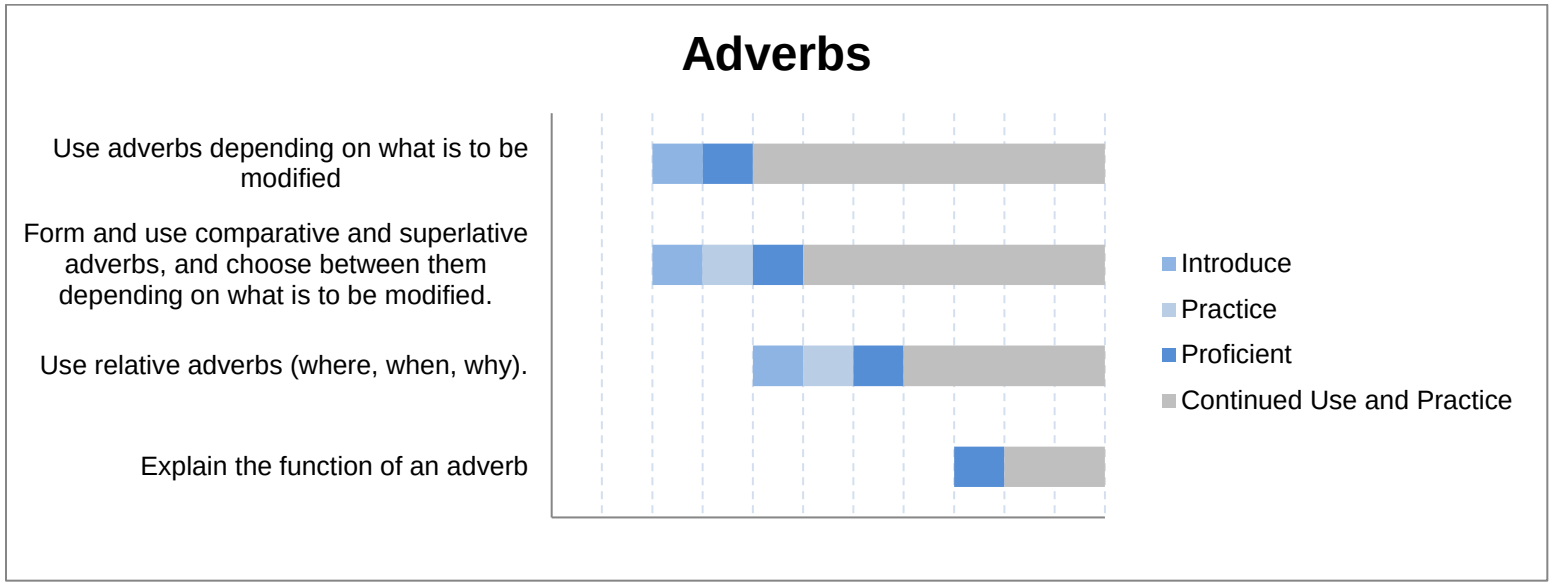

Words and Sentences
upper lower case letters
question words (interrogatives)
Produce complete sentences in shared language activities
Produce and expand complete simple and compound declarative,…
Correctly use common homophones (e.g., to, too, two; there, their).
Ensure subject-verb agreement
Produce compound sentences
Produce complete sentences, recognizing and correcting inappropriate…
Produce complex and compound-complex sentences.
Rearrange complete simple and compound sentence of a variety of lengths
Ensure pronoun-antecedent agreement.
Use and describe verbals (gerunds, participles, infinitives) in general and…
Recognize variations from standard English in their own and others' writing…
Explain the function of phrases and clauses in general and their function in…
Choose among simple, compound, complex, and compound-complex…
Place phrases and clauses within a sentence, recognizing and correcting…
Use various types of phrases (noun, verb, adjectival, adverbial, participial,…
Recognize and correct inappropriate shifts in verb voice.
Use parallel structure.
K
1
2
3
4
5
6
7
8
9/10
11/12
Introduce
Practice
Proficient
Continued Use and Practice

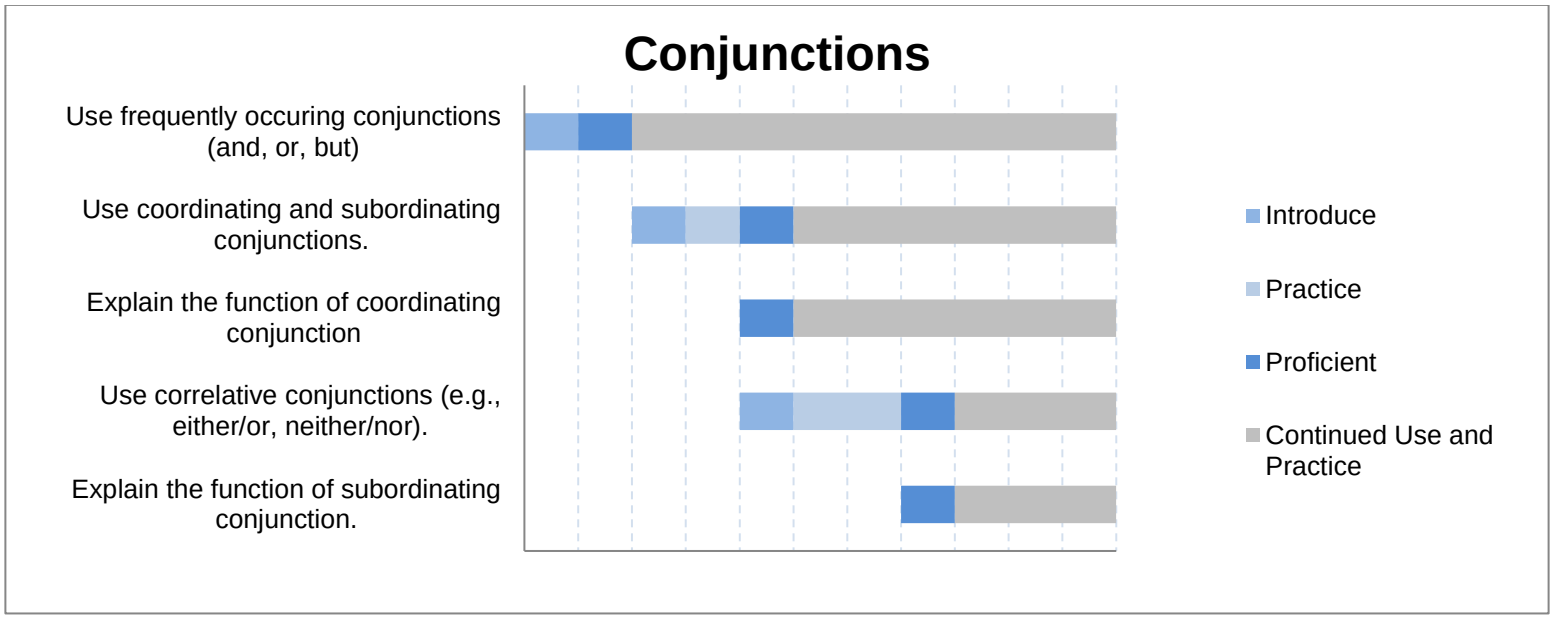

Nouns
Common and Proper Nouns
Use singular and plural nouns with matching verbs in basic sentences (simple sub/verb agreement)
Use regular plural nouns orally by adding /s/ or/es/
Form and use regular and irregular plural nouns.
Use collective nouns
Use abstract nouns (e.g., childhood).
Use possessive nouns
Explain function of a noun
K 1 2 3 4 5 6 7 8 9/10 11/12
Introduce
Practice
Proficient
Continued Use and Practice


Verbs
Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
Use singular and plural nouns with matching verbs in basic sentences (simple sub/verb agreement)
Form and use past tense of frequently occuring irregular verbs
Use verbs to convey a sense of past, present, and future
Form and use regular and irregular verbs.
Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
Use helping and modal auxiliaries (e.g., can, may, must) to convey various conditions.
Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
Explain and use linking verbs
Use verb tense to convey various times and sequences.
Explain the function of a verb
Recognize and correct inappropriate shifts in verb tense.
Form and use verbs in the active and passive voice.
K 1 2 3 4 5 6 7 8 9/10 11/12
Introduce
Practice
Proficient
Continued Use and Practice

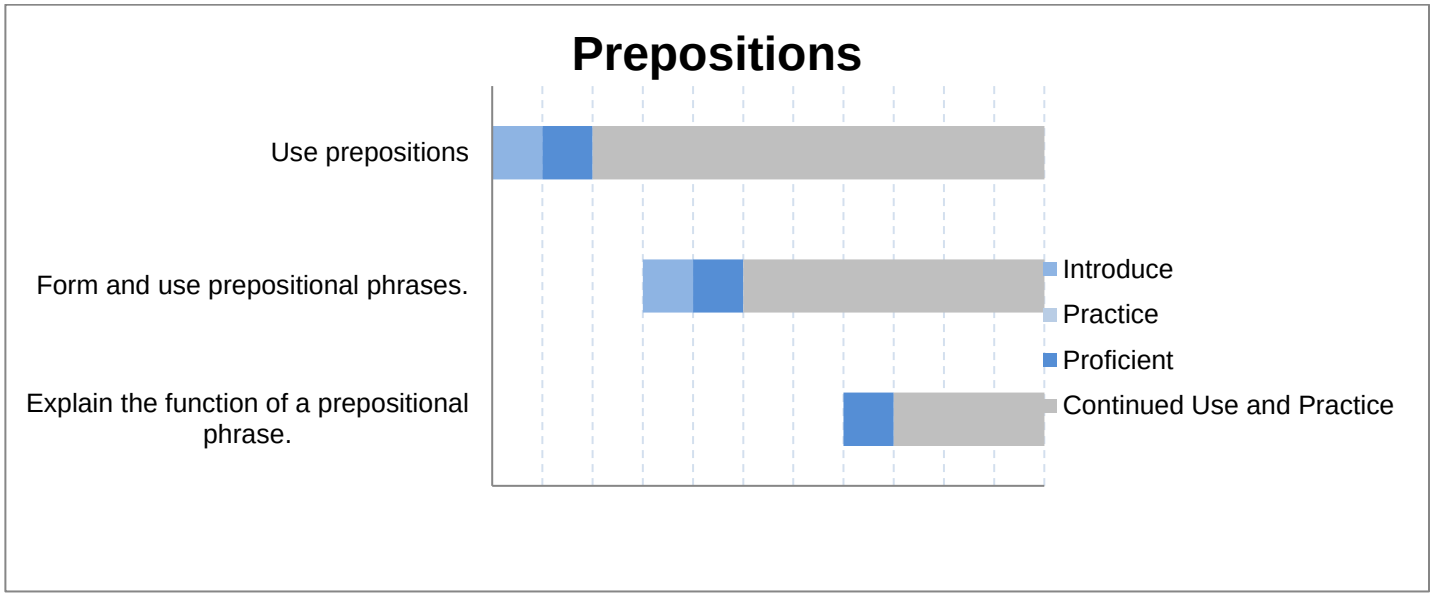

Pronouns
Use personal, possessive, and indefinite pronouns
Use reflexive pronouns (myself, ourselves)
Use relative pronouns (who, whose, whom, which, that).
Explain the function of pronouns
Ensure that pronouns are in the proper case (subjective, objective, possessive).
Recognize and correct inappropriate shifts in pronoun number and person.
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
K 1 2 3 4 5 6 7 8 9/10 11/12
Introduce
Practice
Proficient
Continued Use and Practice

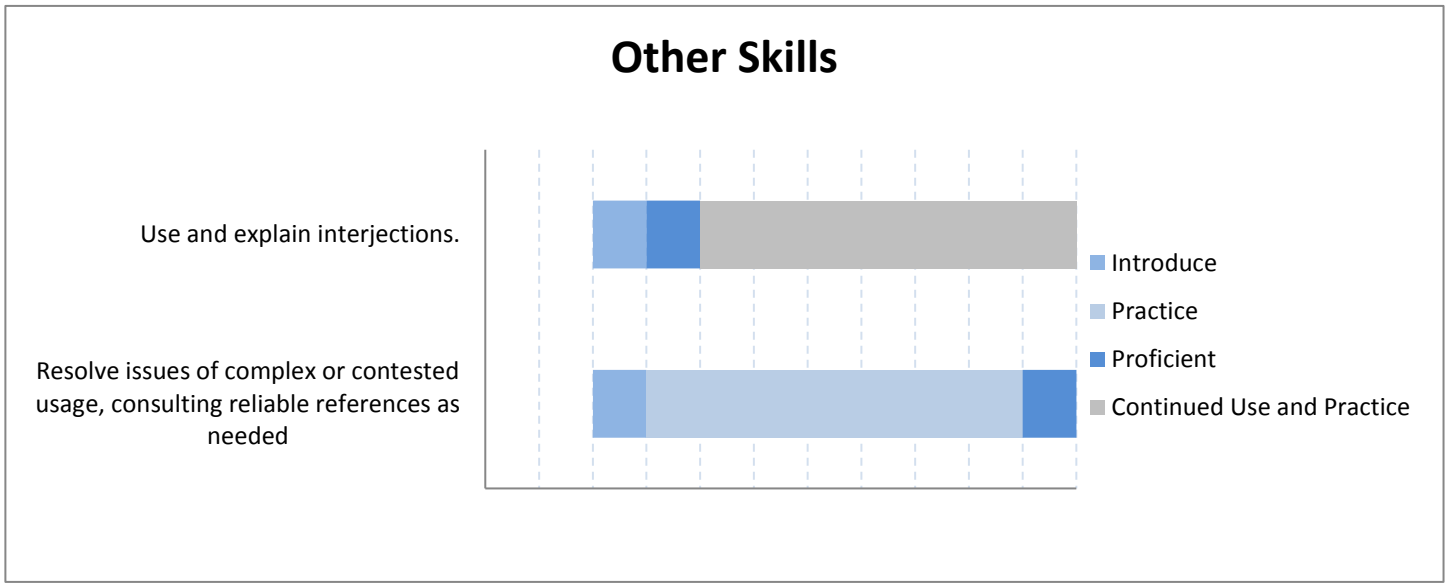

Adjectives
Use frequently occuring adjectives
Use articles
Use adjectives depending on what is to be modified
Use demonstratives (That, those, these, this)
Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
Explain the function of an adjective
Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
Introduce
Practice
Proficient
Continued Use and Practice


Adverbs
Use adverbs depending on what is to be modified
Form and use comparative and superlative adverbs, and choose between them depending on what is to be modified.
Use relative adverbs (where, when, why).
Explain the function of an adverb
Introduce
Practice
Proficient
Continued Use and Practice


Conjunctions
Use frequently occuring conjunctions (and, or, but)
Use coordinating and subordinating conjunctions.
Explain the function of coordinating conjunction
Use correlative conjunctions (e.g., either/or, neither/nor).
Explain the function of subordinating conjunction.
Introduce
Practice
Proficient
Continued Use and Practice

**L**


Prepositions
Use prepositions
Form and use prepositional phrases.
Explain the function of a prepositional phrase.
Introduce
Practice
Proficient
Continued Use and Practice


Other Skills
Use and explain interjections.
Resolve issues of complex or contested usage, consulting reliable references as needed
Introduce
Practice
Proficient
Continued Use and Practice

## Language Standards

### Grades 9/10

#### Conventions of Standard English

| Code | Standard |
|---|---|
| | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.2[61] | **Introduce:**<br>a. Use punctuation (e.g., brackets, ellipses, parentheses, commas, etc.) as appropriate for advanced types and purposes of writing.<br>b. Observe hyphenation conventions.<br>**Practice:**<br>c. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)<br>**Display proficiency in:**<br>d. Use punctuation (comma, ellipsis, dash) to set off nonrestrictive/parenthetical elements.<br>e. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.<br>f. Use a colon to introduce a list or quotation. |

[61] See Appendix A for the language skills sequence charts for skills that progress over time.

## Grades 11/12

### Conventions of Standard English

| Code | Standard |
|---|---|
| | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.2[62] | **Display proficiency in:**<br>a. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).<br>b. Use punctuation (e.g., brackets, ellipses, parentheses, commas, etc.) as appropriate for advanced types and purposes of writing.<br>c. Observe hyphenation conventions. |

[62] See Appendix A for the language skills sequence charts for skills that progress over time.

# Conventions of Standard English Progression Tables

L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing

| Knowledge of Language | | |
|---|---|---|
| Code | Standard | |
| L.3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.<br><br>a. Maintain consistency in style and tone.<br>b. Write and edit work so that it conforms to the guidelines in a style guide (e.g., MLA, APA, Chicago, Turabian) appropriate for the discipline and writing type. | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.<br><br>a. Maintain consistency in style and tone.<br>b. Vary syntax for effect, consulting reliable references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.<br>c. Use verbs in the active and passive voice to achieve particular effects (e.g., emphasizing the actor or the action). |

| Vocabulary Acquisition and Use | | |
|---|---|---|
| Code | Standard | |
| L.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.<br><br>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.<br>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).<br>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.<br><br>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.<br>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).<br>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. |
| L.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9–10 reading and content.<br>a. Interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox, etc.) in context and analyze their role in the text.<br>b. Analyze nuances in the meaning of words with similar denotations. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in *grades 11–12 reading and content*.<br>a. Interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox, etc.) in context and analyze their role in the text.<br>b. Analyze nuances in the meaning of words with similar denotations. |
| L.6 | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

1/2017 Draft 2

# NORTH DAKOTA ENGLISH LANGUAGE ARTS & LITERACY CONTENT STANDARDS

## Grades K–12

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## APPENDIX A:

## RESEARCH SUPPORTING KEY ELEMENTS OF THE STANDARDS



1/2017 Draft 2

## Reading Standards for Literature RL

| Kindergarten | | Grade 1 | Grade 2 |
|---|---|---|---|
| **Key Ideas and Details** | | | |
| Code | Standard | | |
| RL.1 | With prompting and support, ask and answer questions about key details in a text. | Ask and answer questions about key details in a text. | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| RL.2 | With p[illegible]pport, retell familiar stories, including key details. | Retell stories, including key details, and demonstrate understanding of their central message or lesson. | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| RL.3 | With prompting and support, identify characters, settings, and major events in a story. | Describe charact[illegible]in a story, using key de[illegible] | Describe how characters in a story respond to major events and challenges. |
| **Craft and Structure** | | | |
| Code | Standard | | |
| RL.4 | Ask and answer questions about unknown words in a text. | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
| RL.5 | Recognize [illegible]of texts (e.g., storybooks, poems). | Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |

**Code for Anchor**

**Grade-by-grade standards**

**K–12 Clusters**

| | | | |
|---|---|---|---|
| R | apport, name the author and illustrator of a story and define the role of each in telling the story. | Identify who is telling the story at various points in a text. | Acknowledge differences in the points of view of characters, ent voice for each character |

# READING

One of the key requirements of the North Dakota English Language Arts & Literacy Content Standards is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. By the time they complete the core, students must be able to read and comprehend independently and proficiently the kinds of complex texts commonly found in college and careers. The first part of this section makes a research-based case for why the complexity of what students read matters. In brief, while reading demands in college, workforce training programs, and life in general have held steady or increased over the last half century, K–12 texts have actually declined in sophistication, and relatively little attention has been paid to students' ability to read complex texts independently. These conditions have left a serious gap between many high school seniors' reading ability and the reading requirements they will face after graduation. The second part of this section addresses how text complexity can be measured and made a regular part of instruction. It introduces a three-part model that blends qualitative and quantitative measures of text complexity with reader and task considerations. The section concludes with three annotated examples showing how the model can be used to assess the complexity of various kinds of texts appropriate for different grade levels.

## Why Grade Level matters

In 2006, ACT, Inc., released a report called *Reading Between the Lines* that showed which skills differentiated those students who equaled or exceeded the benchmark score (21 out of 36) in the reading section of the ACT college admissions test from those who did not. Prior ACT research had shown that students achieving the benchmark score or better in reading—which only about half (51 percent) of the roughly half million test takers in the 2004–2005 academic year had done—had a high probability (75 percent chance) of earning a C or better in an introductory, credit-bearing course in U.S. history or psychology (two common reading-intensive courses taken by first-year college students) and a 50 percent chance of earning a B or better in such a course.[63]

Surprisingly, what chiefly distinguished the performance of those students who had earned the benchmark score or better from those who had not was not their relative ability in making inferences while reading or answering questions related to particular cognitive processes, such as determining main ideas or determining the meaning of words and phrases in context. Instead, the clearest differentiator was students' ability to answer questions associated with complex texts. Students scoring below benchmark performed no better than chance (25 percent correct) on four-option multiple-choice questions pertaining to passages rated as "complex" on a three-point qualitative rubric described in the report. These findings held for male and female students, students from all racial/ethnic groups, and students from families with widely varying incomes. The most important implication of this study was that a pedagogy focused only on "higher-order" or "critical" thinking was insufficient to ensure that students were ready for college and careers: what students could read, in terms of its complexity, was at least as important as what they could do with what they read.

The ACT report is one part of an extensive body of research attesting to the importance of grade level

[63] In the 2008–2009 academic year, only 53 percent of students achieved the reading benchmark score or higher; the increase from 2004–2005 was not statistically significant. See ACT, Inc. (2009).

in reading achievement. The clear, alarming picture that emerges from the evidence, briefly summarized below[64], is that while the reading demands of college, workforce training programs, and citizenship have held steady or risen over the past fifty years or so, K–12 texts have, if anything, become less demanding. This finding is the impetus behind the Standards' strong emphasis on increasing text complexity as a key requirement in reading.

## College, Careers, and Citizenship: Steady or Increasing Complexity of Texts and Tasks

Research indicates that the demands that college, careers, and citizenship place on readers have either held steady or increased over roughly the last fifty years. The difficulty of college textbooks, as measured by Lexile scores, has not decreased in any block of time since 1962; it has, in fact, increased over that period (Stenner, Koons, & Swartz, in press). The word difficulty of every scientific journal and magazine from 1930 to 1990 examined by Hayes and Ward (1992) had actually increased, which is important in part because, as a 2005 College Board study (Milewski, Johnson, Glazer, & Kubota, 2005) found, college professors assign more readings from periodicals than do high school teachers. Work- place reading, measured in Lexiles, exceeds grade 12 complexity significantly, although there is considerable variation (Stenner, Koons, & Swartz, in press). The vocabulary difficulty of newspapers remained stable over the 1963–1991 period Hayes and his colleagues (Hayes, Wolfer, & Wolfe, 1996) studied.

Furthermore, students in college are expected to read complex texts with substantially greater independence (i.e., much less scaffolding) than are students in typical K–12 programs. College students are held more accountable for what they read on their own than are most students in high school (Erickson & Strommer, 1991; Pritchard, Wilson, & Yamnitz, 2007). College instructors assign readings, not necessarily explicated in class, for which students might be held accountable through exams, papers, presentations, or class discussions. Students in high school, by contrast, are rarely held accountable for what they are able to read independently (Heller & Greenleaf, 2007). This discrepancy in task demand, coupled with what we see below is a vast gap in text complexity, may help explain why only about half of the students taking the ACT Test in the 2004–2005 academic year could meet the benchmark score in reading (which also was the case in 2008–2009, the most recent year for which data are available) and why so few students in general are prepared for postsecondary reading (ACT, Inc., 2006, 2009).

## K–12 Schooling: Declining Complexity of Texts and a Lack of Reading of Complex Texts Independently

Despite steady or growing reading demands from various sources, K–12 reading texts have actually trended downward in difficulty in the last half century. Jeanne Chall and her colleagues (Chall, Conard, & Harris, 1977) found a thirteen- year decrease from 1963 to 1975 in the difficulty of grade 1, grade 6, and (especially) grade 11 texts. Extending the period to 1991, Hayes, Wolfer, and Wolfe (1996) found precipitous declines (relative to the period from 1946 to 1962) in average sentence length and vocabulary level in reading textbooks for a variety of grades. Hayes also found that while science books were more difficult to read than literature books, only books for Advanced Placement (AP) classes had vocabulary levels equivalent to those of even newspapers of the time (Hayes & Ward, 1992).

[64] Much of the summary found in the next two sections is heavily influenced by Marilyn Jager Adams's painstaking review of the relevant literature. See Adams (2009).

Carrying the research closer to the present day, Gary L. Williamson (2006) found a 350L (Lexile) gap between the difficulty of end-of-high school and college texts—a gap equivalent to 1.5 standard deviations and more than the Lexile difference between grade 4 and grade 8 texts on the National Assessment of Educational Progress (NAEP). Although legitimate questions can be raised about the tools used to measure text complexity (e.g., Mesmer, 2008), what is relevant in these numbers is the general, steady decline—over time, across grades, and substantiated by several sources—in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962.

There is also evidence that current standards, curriculum, and instructional practice have not done enough to foster the independent reading of complex texts so crucial for college and career readiness, particularly in the case of infor- mational texts. K–12 students are, in general, given considerable scaffolding—assistance from teachers, class discus- sions, and the texts themselves (in such forms as summaries, glossaries, and other text features)—with reading that is already less complex overall than that typically required of students prior to 1962.[65] What is more, students today are asked to read very little expository text—as little as 7 and 15 percent of elementary and middle school instructional reading, for example, is expository (Hoffman, Sabo, Bliss, & Hoy, 1994; Moss & Newton, 2002; Yopp & Yopp, 2006)— yet much research supports the conclusion that such text is harder for most students to read than is narrative text (Bowen & Roth, 1999; Bowen, Roth, & McGinn, 1999, 2002; Heller & Greenleaf, 2007; Shanahan & Shanahan, 2008), that students need sustained exposure to expository text to develop important reading strategies (Afflerbach, Pear- son, & Paris, 2008; Kintsch, 1998, 2009; McNamara, Graesser, & Louwerse, in press; Perfetti, Landi, & Oakhill, 2005; van den Broek, Lorch, Linderholm, & Gustafson, 2001; van den Broek, Risden, & Husebye-Hartmann, 1995), and that expository text makes up the vast majority of the required reading in college and the workplace (Achieve, Inc., 2007). Worse still, what little expository reading students are asked to do is too often of the superficial variety that involves skimming and scanning for particular, discrete pieces of information; such reading is unlikely to prepare students for the cognitive demand of true understanding of complex text.

## The Consequences: Too Many Students Reading at Too Low a Level

The impact that low reading achievement has on students' readiness for college, careers, and life in general is significant. To put the matter bluntly, a high school graduate who is a poor reader is a postsecondary student who must struggle mightily to succeed. The National Center for Education Statistics (NCES) (Wirt, Choy, Rooney, Provasnik, Sen, & Tobin, 2004) reports that although needing to take one or more remedial/developmental courses of any sort lowers a student's chance of eventually earning a degree or certificate, "the need for remedial reading appears to be the most serious barrier to degree completion" (p. 63). Only 30 percent of 1992 high school seniors who went on to enroll in postsecondary education between 1992 and 2000 and then took any remedial reading course went on to receive a degree or certificate, compared to 69 percent of the 1992 seniors who took no postsecondary remedial courses and 57 percent of those who took one remedial course in a subject other than reading or mathematics. Considering that 11 percent of those high school seniors required at least one remedial reading course, the societal impact of low reading achievement is as

[65] As also noted in "Key Considerations in Implementing Text Complexity," below, it is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward *de- creasing scaffolding* and *increasing independence* both within and across the text complexity bands defined in the Standards.

profound as its impact on the aspirations of individual students.

Reading levels among the adult population are also disturbingly low. The 2003 National Assessment of Adult Literacy (Kutner, Greenberg, Jin, Boyle, Hsu, & Dunleavy, 2007) reported that 14 percent of adults read prose texts at "below basic" level, meaning they could exhibit "no more than the most simple and concrete literacy skills"; a similarly small number (13 percent) could read prose texts at the "proficient level," meaning they could perform "more complex and challenging literacy activities" (p. 4). The percent of "proficient" readers had actually declined in a statistically significant way from 1992 (15 percent). This low and declining achievement rate may be connected to a general lack of reading. As reported by the National Endowment for the Arts (2004), the percent of U.S. adults reading literature dropped from 54.0 in 1992 to 46.7 in 2002, while the percent of adults reading *any* book also declined by 7 percent during the same time period. Although the decline occurred in all demographic groups, the steepest decline by far was among 18-to-24- and 25-to-34-year-olds (28 percent and 23 percent, respectively). In other words, the problem of lack of reading is not only getting worse but doing so at an accelerating rate. Although numerous factors likely contribute to the decline in reading, it is reasonable to conclude from the evidence presented above that the deterioration in overall reading ability, abetted by a decline in K–12 text complexity and a lack of focus on independent reading of complex texts, is a contributing factor.

Being able to read complex text independently and proficiently is essential for high achievement in college and the workplace and important in numerous life tasks. Moreover, current trends suggest that if students cannot read challenging texts with understanding—if they have not developed the skill, concentration, and stamina to read such texts—they will read less in general. In particular, if students cannot read complex expository text to gain information, they will likely turn to text-free or text-light sources, such as video, podcasts, and tweets. These sources, while not without value, cannot capture the nuance, subtlety, depth, or breadth of ideas developed through complex text. As Adams (2009) puts it, "There may one day be modes and methods of information delivery that are as efficient and powerful as text, but for now there is no contest. To grow, our students must read lots, and more specifically they must read lots of 'complex' texts—texts that offer them new language, new knowledge, and new modes of thought" (p. 182). A turning away from complex texts is likely to lead to a general impoverishment of knowledge, which, be- cause knowledge is intimately linked with reading comprehension ability, will accelerate the decline in the ability to comprehend complex texts and the decline in the richness of text itself. This bodes ill for the ability of Americans to meet the demands placed upon them by citizenship in a democratic republic and the challenges of a highly competitive global marketplace of goods, services, and ideas.

It should be noted also that the problems with reading achievement are not "equal opportunity" in their effects: students arriving at school from less-educated families are disproportionately represented in many of these statistics (Bettinger & Long, 2009). The consequences of insufficiently high text demands and a lack of accountability for independent reading of complex texts in K–12 schooling are severe for everyone, but they are disproportionately so for those who are already most isolated from text before arriving at the schoolhouse door

## The standards' approach to text complexity

To help redress the situation described above, the Standards define a three-part model for determining how easy or difficult a particular text is to read as well as grade-by-grade specifications for increasing text complexity in successive years of schooling (Reading standard 10). These are to be used together with grade-specific standards that require increasing sophistication in students' reading comprehension ability (Reading standards 1–9). The Standards thus approach the intertwined issues of what and how student read.

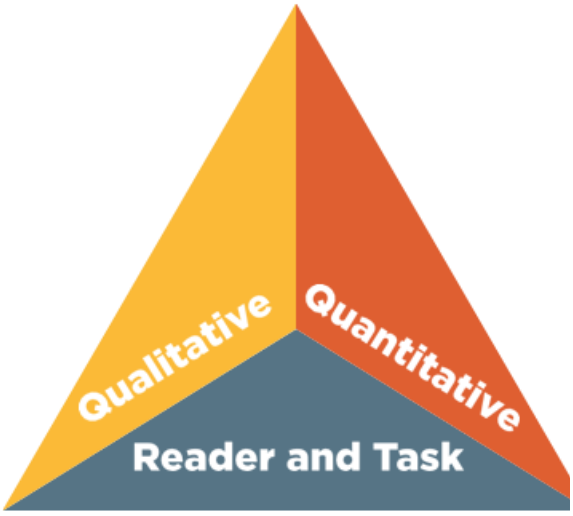



Figure 1: The Standard's Model of Text Complexity

## A Three-Part Model for Measuring Text Complexity

As signaled by the graphic at right, the Standards' model of text complexity consists of three equally important parts.

1. *Qualitative dimensions of text complexity.* In the Standards, *qualitative dimensions* and *qualitative factors* refer to those aspects of text complexity best measured or only measurable by an attentive human reader, such as levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands.

2. *Quantitative dimensions of text complexity.* The terms *quantitative dimensions* and *quantitative factors* refer to those aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult if not impossible for a human reader to evaluate efficiently, especially in long texts, and are thus today typically measured by computer software.

3. *Reader and task considerations.* While the prior two elements of the model focus on the inherent complexity of text, variables specific to particular readers (such as motivation, knowledge, and experiences) and to particular tasks (such as purpose and the complexity of the task assigned and the questions posed) must also be considered when determining whether a text is appropriate for a given student. Such assessments are best made by teachers employing their professional judgment, experience, and knowledge of their students and the subject.

The Standards presume that all three elements will come into play when text complexity and appropriateness are determined. The following pages begin with a brief overview of just some of the currently available tools, both qualitative and quantitative, for measuring text complexity, continue with some important considerations for using text complexity with students, and conclude with a series of examples showing how text complexity measures, balanced with reader and task considerations, might be used with a number of different texts.

## Qualitative and Quantitative Measures of Text Complexity

The qualitative and quantitative measures of text complexity described below are representative of the best tools presently available. However, each should be considered only provisional; more precise, more accurate, and easier- to-use tools are urgently needed to help make text complexity a vital, everyday part of classroom instruction and curriculum planning.

*Qualitative Measures of Text Complexity*

Using qualitative measures of text complexity involves making an informed decision about the difficulty of a text in terms of one or more factors discernible to a human reader applying trained judgment to the task. In the Standards, qualitative measures, along with professional judgment in matching a text to reader and task, serve as a necessary complement and sometimes as a corrective to quantitative measures, which, as discussed below, cannot (at least at present) capture all of the elements that make a text easy or challenging to read and are not equally successful in rat- ing the complexity of all categories of text.

Built on prior research, the four qualitative factors described below are offered here as a first step in the development of robust tools for the qualitative analysis of text complexity. These factors are

presented as continua of difficulty rather than as a succession of discrete "stages" in text complexity. Additional development and validation would be needed to translate these or other dimensions into, for example, grade-level- or grade-band-specific rubrics. The qualitative factors run from easy (left-hand side) to difficult (right-hand side). Few, if any, authentic texts will be low or high on all of these measures, and some elements of the dimensions are better suited to literary or to informational texts.

1. *Levels of Meaning (literary texts) or Purpose (informational texts).* Literary texts with a single level of meaning tend to be easier to read than literary texts with multiple levels of meaning (such as satires, in which the author's literal message is intentionally at odds with his or her underlying message). Similarly, informational texts with an explicitly stated purpose are generally easier to comprehend than informational texts with an implicit, hidden, or obscure purpose.

2. *Structure.* Texts of low complexity tend to have simple, well-marked, and conventional structures, whereas texts of high complexity tend to have complex, implicit, and (particularly in literary texts) unconventional structures. Simple literary texts tend to relate events in chronological order, while complex literary texts make more frequent use of flashbacks, flash-forwards, and other manipulations of time and sequence. Simple informational texts are likely not to deviate from the conventions of common genres and subgenres, while complex informational texts are more likely to conform to the norms and conventions of a specific discipline. Graphics tend to be simple and either unnecessary or merely supplementary to the meaning of texts of low complexity, whereas texts of high complexity tend to have similarly complex graphics, graphics whose interpretation is essential to understanding the text, and graphics that provide an independent source of information within a text. (Note that many books for the youngest students rely heavily on graphics to convey meaning and are an exception to the above generalization.)

3. *Language Conventionality and Clarity.* Texts that rely on literal, clear, contemporary, and conversational language tend to be easier to read than texts that rely on figurative, ironic, ambiguous, purposefully misleading, archaic or otherwise unfamiliar language or on general academic and domain-specific vocabulary.

4. *Knowledge Demands.* Texts that make few assumptions about the extent of readers' life experiences and the depth of their cultural/literary and content/discipline knowledge are generally less complex than are texts that make many assumptions in one or more of those areas.

*Figure 2: Qualitative Dimensions of Text Complexity*

**Levels of Meaning (literary texts) or Purpose (informational texts)**

- Single level of meaning → Multiple levels of meaning
- Explicitly stated purpose → Implicit purpose, may be hidden or obscure

**Structure**

- Simple → Complex
- Explicit → Implicit
- Conventional → Unconventional (chiefly literary texts)
- Events related in chronological order → Events related out of chronological order (chiefly literary texts)
- Traits of a common genre or subgenre → Traits specific to a particular discipline (chiefly informational texts)
- Simple graphics → Sophisticated graphics
- Graphics unnecessary or merely supplementary to understanding the text → Graphics essential to understanding the text and may provide information not otherwise conveyed in the text

**Language Conventionality and Clarity**

- Literal → Figurative or ironic
- Clear → Ambiguous or purposefully misleading
- Contemporary, familiar → Archaic or otherwise unfamiliar
- Conversational → General academic and domain-specific

**Knowledge Demands: Life Experiences (literary texts)**

- Simple theme → Complex or sophisticated themes
- Single themes → Multiple themes
- Common, everyday experiences or clearly fantastical situations → Experiences distinctly different from one's own
- Single perspective → Multiple perspectives
- Perspective(s) like one's own → Perspective(s) unlike or in opposition to one's own
-

**Knowledge Demands: Cultural/Literary Knowledge (chiefly literary texts)**

- Everyday knowledge and familiarity with genre conventions required → Cultural and literary knowledge useful
- Low intertextuality (few if any references/allusions to other texts) → High intertextuality (many references/allusions to other texts)

**Knowledge Demands: Content/Discipline Knowledge (chiefly informational texts)**

- Everyday knowledge and familiarity with genre conventions required → Extensive, perhaps specialized discipline-specific content knowledge required
- Low intertextuality (few if any references to/citations of other texts) → High intertextuality (many references to/citations of other texts)

Adapted from ACT, Inc. (2006). *Reading between the lines: What the ACT reveals about college readiness in reading.* Iowa City, IA: Author; Carnegie Council on Advancing Adolescent Literacy. (2010). *Time to act: An agenda for advancing adolescent literacy for college and career success.* New York: Carnegie Corporation of New York; Chall, J. S., Bissex, G. L., Conrad, S. S., & Harris-Sharples, S. (1996). *Qualitative assessment of text difficulty: A practical guide for teachers and writers.* Cambridge, UK: Brookline Books; Hess, K., & Biggam, S. (2004). A discussion of "increasing text complexity." Published by the New Hampshire, Rhode Island, and Vermont departments of education as part of

A number of quantitative tools exist to help educators assess aspects of text complexity that are better measured by algorithm than by a human reader. The discussion is not exhaustive, nor is it intended as an endorsement of one method or program over another. Indeed, because of the limits of each of the tools, new or improved ones are needed quickly if text complexity is to be used effectively in the classroom and curriculum.

Numerous formulas exist for measuring the readability of various types of texts. Such formulas, including the widely used Flesch-Kincaid Grade Level test, typically use word length and sentence length as proxies for semantic and syntactic complexity, respectively (roughly, the complexity of the meaning and sentence structure). The assumption behind these formulas is that longer words and longer sentences are more difficult to read than shorter ones; a text with many long words and/or sentences is thus rated by these formulas as harder to read than a text with many short words and/or sentences would be. Some formulas, such as the Dale-Chall Readability Formula, substitute word frequency for word length as a factor, the assumption here being that less familiar words are harder to comprehend than familiar words. The higher the proportion of less familiar words in a text, the theory goes, the harder that text is to read. While these readability formulas are easy to use and readily available—some are even built into various word processing applications—their chief weakness is that longer words, less familiar words, and longer sentences are not inherently hard to read. In fact, series of short, choppy sentences can pose problems for readers precisely because these sentences lack the cohesive devices, such as transition words and phrases,that help establish logical links among ideas and thereby reduce the inference load on readers.

Like Dale-Chall, the Lexile Framework for Reading, developed by MetaMetrics, Inc., uses word frequency and sentence length to produce a single measure, called a Lexile, of a text's complexity. The most important difference between the Lexile system and traditional readability formulas is that traditional formulas only assign a score to texts, whereas the Lexile Framework can place both readers and texts on the same scale. Certain reading assessments yield Lexile scores based on student performance on the instrument; some reading programs then use these scores to assign texts to students. Because it too relies on word familiarity and sentence length as proxies for semantic and syntactic complexity, the Lexile Framework, like traditional formulas, may underestimate the difficulty of texts that use simple, familiar language to convey sophisticated ideas, as is true of much high-quality fiction written for adults and appropriate for older students. For this reason and others, it is possible that factors other than word familiarity and sentence length contribute to text difficulty. In response to such concerns, MetaMetrics has indicated that it will release the qualita- tive ratings it assigns to some of the texts it rates and will actively seek to determine whether one or more additional factors can and should be added to its quantitative measure. Other readability formulas also exist, such as the ATOS formula associated with the Accelerated Reader program developed by Renaissance Learning. ATOS uses word difficulty (estimated grade level), word length, sentence length, and text length (measured in words) as its factors. Like the Lexile Framework, ATOS puts students and texts on the same scale.

A nonprofit service operated at the University of Memphis, Coh-Metrix attempts to account for factors in addition to those measured by readability formulas. The Coh-Metrix system focuses on the cohesiveness of a text—basically, how tightly the text holds together. A high-cohesion text does a good deal of the work for the reader by signaling relation- ships among words, sentences, and ideas using repetition, concrete language, and the like; a low-cohesion text, by contrast, requires the reader him- or herself to make many of the connections needed to comprehend the text. High- cohesion texts are not necessarily "better" than low-cohesion texts, but they are easier to read.

The standard Coh-Metrix report includes information on more than sixty indices related to text cohesion, so it can be daunting to the layperson or even to a professional educator unfamiliar with the indices. Coh-Metrix staff have worked to isolate the most revealing, informative factors from among the many they consider, but these "key factors" are not yet widely available to the public, nor have the results they yield been calibrated to the Standards' text complexity grade bands. The greatest value of these factors may well be the promise they offer of more advanced and usable tools yet to come.

*Reader and Task Considerations*

The use of qualitative and quantitative measures to assess text complexity is balanced in the Standards' model by the expectation that educators will employ professional judgment to match texts to particular students and tasks. Numerous considerations go into such matching. For example, harder texts may be appropriate for highly knowledgeable or skilled readers, and easier texts may be suitable as an expedient for building struggling readers' knowledge or reading skill up to the level required by the Standards. Highly motivated readers are often willing to put in the extra effort required to read harder texts that tell a story or contain information in which they are deeply interested. Complex tasks may require the kind of information contained only in similarly complex texts.

Numerous factors associated with the individual reader are relevant when determining whether a given text is appropriate for him or her. The RAND Reading Study Group identified many such factors in the 2002 report *Reading for Understanding*:

The reader brings to the act of reading his or her cognitive capabilities (attention, memory, critical analytic ability, inferencing, visualization); motivation (a purpose for reading, interest in the content, self-efficacy as a reader); knowledge (vocabulary and topic knowledge, linguistic and discourse knowledge, knowledge of comprehension strategies); and experiences.

As part of describing the activity of reading, the RAND group also named important task-related variables, including the reader's purpose (which might shift over the course of reading), "the type of reading being done, such as skimming (getting the gist of the text) or studying (reading the text with the intent of retaining the information for a period of time)," and the intended outcome, which could include "an increase in knowledge, a solution to some real- world problem, and/or engagement with the text."[66]

## Key considerations in implementing text complexity

### Texts and Measurement Tools

*The tools for measuring text complexity are at once useful and imperfect.* Each of the qualitative and quantitative tools described above has its limitations, and none is completely accurate. The development of new and improved text complexity tools should follow the release of the Standards as quickly as possible. In the meantime, the Standards recommend that multiple quantitative measures be used whenever possible and that their results be confirmed or overruled by a qualitative analysis of the text in question.

[66] RAND Reading Study Group. (2002). *Reading for understanding: Toward an R&D program in reading comprehension.* Santa Monica, CA: RAND. The quoted text appears in pages xiii–xvi.

*Certain measures are less valid or inappropriate for certain kinds of texts.* Current quantitative measures are suitable for prose and dramatic texts. Until such time as quantitative tools for capturing poetry's difficulty are developed, determining whether a poem is appropriately complex for a given grade or grade band will necessarily be a matter of a qualitative assessment meshed with reader-task considerations. Furthermore, texts for kindergarten and grade 1 may not be appropriate for quantitative analysis, as they often contain difficult-to-assess features designed to aid early readers in acquiring written language. The Standards' poetry and K–1 text exemplars were placed into grade bands by expert teachers drawing on classroom experience.

*Many current quantitative measures underestimate the challenge posed by complex narrative fiction.* Quantitative measures of text complexity, particularly those that rely exclusively or in large part on word- and sentence-level fac- tors, tend to assign sophisticated works of literature excessively low scores. For example, as illustrated in example 2 below, some widely used quantitative measures, including the Flesch-Kincaid Grade Level test and the Lexile Frame- work for Reading, rate the Pulitzer Prize–winning novel *Grapes of Wrath* as appropriate for grades 2–3. This counterintuitive result emerges because works such as *Grapes* often express complex ideas in relatively commonplace language (familiar words and simple syntax), especially in the form of dialogue that mimics everyday speech. Until widely available quantitative tools can better account for factors recognized as making such texts challenging, including multiple levels of meaning and mature themes, preference should likely be given to qualitative measures of text complexity when evaluating narrative fiction intended for students in grade 6 and above.

*Measures of text complexity must be aligned with college and career readiness expectations for all students.* Qualitative scales of text complexity should be anchored at one end by descriptions of texts representative of those required in typical first-year credit-bearing college courses and in workforce training programs. Similarly, quantitative measures should identify the college- and career-ready reading level as one endpoint of the scale. MetaMetrics, for example, has realigned its Lexile ranges to match the Standards' text complexity grade bands and has adjusted up- ward its trajectory of reading comprehension development through the grades to indicate that all students should be reading at the college and career readiness level by no later than the end of high school.

*Figure 3: Text Complexity Grade Bands and Associated Lexile Ranges (in Lexiles)*

| Text Complexity Grade Band in the Standards | Old Lexile Ranges | Lexile Ranges Aligned to the CCR expectations |
|---|---|---|
| K–1 | N/A | N/A |
| 2–3 | 450–725 | 450–790 |
| 4–5 | 645–845 | 770–980 |
| 6–8 | 860–1010 | 955–1155 |
| 9–10 | 960–1115 | 1080–1305 |

| | | |
|---|---|---|
| 11–CCR | 1070–1220 | 1215–1355 |

## Readers and Tasks

*Students' ability to read complex text does not always develop in a linear fashion.* Although the progression of Reading standard 10 (see below) defines required grade-by-grade growth in students' ability to read complex text, the development of this ability in individual students is unlikely to occur at an unbroken pace. Students need opportunities to stretch their reading abilities but also to experience the satisfaction and pleasure of easy, fluent reading within them, both of which the Standards allow for. As noted above, such factors as students' motivation, knowledge, and experiences must also come into play in text selection. Students deeply interested in a given topic, for example, may engage with texts on that subject across a range of complexity. Particular tasks may also require students to read harder texts than they would normally be required to. Conversely, teachers who have had success using particular texts that are easier than those required for a given grade band should feel free to continue to use them so long as the general movement during a given school year is toward texts of higher levels of complexity.

*Students reading well above and well below grade-band level need additional support.* Students for whom texts within their text complexity grade band (or even from the next higher band) present insufficient challenge must be given the attention and resources necessary to develop their reading ability at an appropriately advanced pace. On the other hand, students who struggle greatly to read texts within (or even below) their text complexity grade band must be given the support needed to enable them to read at a grade-appropriate level of complexity.

*Even many students on course for college and career readiness are likely to need scaffolding as they master higher levels of text complexity.* As they enter each new grade band, many students are likely to need at least some extra help as they work to comprehend texts at the high end of the range of difficulty appropriate to the band. For ex- ample, many students just entering grade 2 will need some support as they read texts that are advanced for the grades 2–3 text complexity band. Although such support is educationally necessary and desirable, instruction must move generally toward *decreasing scaffolding* and *increasing independence*, with the goal of students reading in- dependently and proficiently within a given grade band by the end of the band's final year (continuing the previous example, the end of grade 3)

# READING FOUNDATIONAL SKILLS

The following supplements the Reading Standards: Foundational Skills (K–5) in the main document. See the bibliography of this appendix for sources used in helping construct the foundational skills and the material below.

## Phoneme-Grapheme correspondences

### Consonants

Common graphemes (spellings) are listed in the following table for each of the consonant sounds. Note that the term *grapheme* refers to a letter or letter combination that corresponds to one speech sound.

*Figure 8: Consonant Phoneme-Grapheme Correspondences in English*

| Phoneme | Word Examples | non Graphemes (Spellings) for the Phoneme* |
|---|---|---|
| /p/ | pit, spider, stop | p |
| /b/ | bit, brat, bubble | b |
| /m/ | mitt, comb, hymn | m, mb, mn |
| /t/ | tickle, mitt, sipped | t, tt, ed |
| /d/ | die, loved | d, ed |
| /n/ | nice, knight, gnat | n, kn, gn |
| /k/ | cup, kite, duck, chorus, folk, quiet | k, c, ck, ch, lk, q |
| /g/ | girl, Pittsburgh | g, gh |
| /ng/ | sing, bank | ng, n |
| /f/ | fluff, sphere, tough, calf | f, ff, gh, ph, lf |
| /v/ | van, dove | v, ve |
| /s/ | sit, pass, science, psychic | s, ss, sc, ps |
| /z/ | zoo, jazz, nose, as, xylophone | z, zz, se, s, x |
| /th/ | thin, breath, ether | th |
| /th/ | this, breathe, either | th |
| /sh/ | shoe, mission, sure, charade, precious, notion, mission, special | sh, ss, s, ch, sc, ti, si, ci |
| /zh/ | measure, azure | s, z |
| /ch/ | cheap, future, etch | ch, tch |
| /j/ | judge, wage | j, dge, ge |
| /l/ | lamb, call, single | l, ll, le |
| /r/ | reach, wrap, her, fur, stir | r, wr, er/ur/ir |
| /y/ | you, use, feud, onion | y, (u, eu), i |
| /w/ | witch, queen | w, (q)u |
| /wh/ | where | wh |
| /h/ | house, whole | h, wh |

*Graphemes in the word list are among the most common spellings, but the list does not include all possible graphemes for a given consonant. Most graphemes are more than one letter.

### Vowels

Common graphemes (spellings) are listed in the following table for each of the vowel sounds. Note that the term *grapheme* refers to a letter or letter combination that corresponds to one speech sound.

*Figure 9: Vowel Phoneme-Grapheme Correspondences in English*

| Phoneme | Word Examples | non Graphemes (Spellings) for the Phoneme* |
|---|---|---|
| /ē/ | see, these, me, eat, key, happy, chief, either | ee, e_e, -e, ea, ey, -y, ie, ei |
| /ĭ/ | sit, gym | i, y |
| /ā/ | make, rain, play, great, baby, eight, vein, they | a_e, ai, ay, ea, -y, eigh, ei, ey |
| /ĕ/ | bed, breath | e, ea |
| /ă/ | cat | a |
| /ī/ | time, pie, cry, right, rifle | i_e, ie, -y, igh, -i |

| | | |
|---|---|---|
| /ŏ/ | fox, swap, palm | o, wa, al |
| /ŭ/ | cup, cover, flood, tough | u, o, oo, ou |
| /aw/ | saw, pause, call, water, bought | aw, au, all, wa, ough |
| /ō. | vote, boat, toe, snow, open | o_e, oa, oe, ow, o-, |
| /o˘o/ | took, put, could | oo, u, ou |
| /ū/ [o¯o] | moo, tube, blue, chew, suit, soup | oo, u_e, ue, ew, ui, ou |
| /y//ū/ | use, few, cute | u, ew, u_e |
| /oi/ | boil, boy | oi, oy |
| /ow/ | out, cow | ou, ow |
| er | her, fur, sir | er, ur, ir |
| ar | cart | ar |
| or | sport | or |

* Graphemes in the word list are among the most common spellings, but the list does not include all possible graph- emes for a given vowel. Many graphemes are more than one letter.

## Phonological awareness

### General Progression of Phonological Awareness Skills (PreK–1)

*Word Awareness (Spoken Language)*

Move a chip or marker to stand for each word in a spoken sentence.

The dog barks. (3)
The brown dog barks. (4)
The brown dog barks loudly. (5)

*Rhyme Recognition during Word Play*

Say “yes” if the words have the same last sounds (rhyme): clock/dock (y)
red/said (y)
down/boy (n)

*Repetition and Creation of Alliteration during Word Play*

Nice, neat Nathan
Chewy, chunky chocolate

*Syllable Counting or Identification (Spoken Language)*

*A spoken syllable is a unit of speech organized around a vowel sound.*

Repeat the word, say each syllable loudly, and feel the jaw drop on the vowel sound:
chair (1) table (2) gymnasium (4)

*Onset and Rime Manipulation (Spoken Language)*

Within a single syllable, *onset* is the consonant sound or sounds that may precede the vowel; *rime* is the vowel and all other consonant sounds that may follow the vowel.

Say the two parts slowly and then blend into a whole word:

| | |
|---|---|
| school | onset - /sch/; rime - /ool/ |
| star | onset - /st/; rime - /ar/ |
| place | onset - /pl/; rime - /ace/ |
| all | onset (none); rime - /all/ |

## General Progression of Phoneme Awareness Skills (K–2)

*Phonemes* are individual speech sounds that are combined to create words in a language system. Phoneme aware- ness requires progressive differentiation of sounds in spoken words and the ability to think about and manipulate those sounds. Activities should lead to the pairing of phonemes (speech sounds) with *graphemes* (letters and letter combinations that represent those sounds) for the purposes of word recognition and spelling.

*Phoneme Identity*

Say the sound that begins these words. What is your mouth doing when you make that sound?

milk, mouth, monster /m/ — The lips are together, and the sound goes through the nose.
thick, thimble, thank /th/ — The tongue is between the teeth, and a hissy sound is produced.
octopus, otter, opposite /o/ — The mouth is wide open, and we can sing that sound.

*Phoneme Isolation*

What is the first speech sound in this word?

| | |
|---|---|
| ship | /sh/ |
| van | /v/ |
| king | /k/ |
| echo | /e/ |

What is the last speech sound in this word?

| | |
|---|---|
| comb | /m/ |
| sink | /k/ |
| rag | /g/ |
| go | /o/ |

*Phoneme Blending (Spoken Language)*

Blend the sounds to make a word: (Provide these sounds slowly.)

| | |
|---|---|
| /s/ /ay/ | say |
| /ou/ /t/ | out |
| /sh/ /ar/ /k/ | shark |
| /p/ /o/ /s/ /t/ | post |

*Phoneme Segmentation (Spoken Language)*

Say each sound as you move a chip onto a line or sound box:

| | |
|---|---|
| no | /n/ /o/ |
| rag | /r/ /a/ /g/ |
| socks | /s/ /o/ /k/ /s/ |
| float | /f/ /l/ /oa/ /t/ |

*Phoneme Addition (Spoken Language)*

What word would you have if you added /th/ to the beginning of "ink"? (think)
What word would you have if you added /d/ to the end of the word "fine"? (find)
What word would you have if you added /z/ to the end of the word "frog"? (frogs)

*Phoneme Substitution (Spoken Language)*

Say "rope." Change /r/ to /m/. What word would you get? (mope)
Say "chum." Change /u/ to /ar/. What word would you get? (charm)
Say "sing." Change /ng/ to /t/. What word would you get? (sit)

*Phoneme Deletion (Spoken Language)*

Say "park." Now say "park" without /p/. (ark)
Say "four." Now say "four" without /f/. (or)

# Orthography

### Categories of Phoneme-Grapheme Correspondences

*Figure 10: Consonant Graphemes with Definitions and Examples*

| Grapheme Type | Definition | Examples |
|---|---|---|
| Single letters | A single consonant letter can represent a consonant phoneme. | b, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z |
| Doublets | A doublet uses two of the same letter to spell one consonant phoneme. | ff, ll, ss, zz |
| Digraphs | A digraph is a two- (di-) letter combination that stands for one phoneme; neither letter acts alone to represent the sound. | th, sh, ch, wh ph, ng (sing) gh (cough)<br>[ck is a guest in this category] |
| Trigraphs | A trigraph is a three- (tri-) letter combination that stands for one phoneme; none of the letters acts alone to represent the sound. | -tch<br>-dge |
| Consonants in blends | A blend contains two or three graphemes be- cause the consonant sounds are separate and identifiable. A blend is not "one sound." | s-c-r (scrape)<br>th-r (thrush)<br>c-l (clean)<br>f-t (sift)<br>s-t (most) and many more |

| | | |
|---|---|---|
| Silent letter combinations | Silent letter combinations use two letters: one represents the phoneme, and the other is silent. Most of these are from Anglo-Saxon or Greek. | kn (knock), wr (wrestle), gn (gnarl), ps (psychology), rh (rhythm), -mb (crumb), -lk (folk), -mn (hymn), -st (listen) |
| Combination qu | These two letters, always together, usually stand for two sounds, /k/ /w/. | quickly |

*Figure 11: Vowel Graphemes with Definitions and Examples*

| Grapheme Type | Definition | Examples |
|---|---|---|
| Single letters | A single vowel letter stands for a vowel sound. | (short vowels) cap, hit, gem, clod, muss<br>(long vowels) me, no, music |
| Vowel teams | A combination of two, three, or four letters stands for a vowel. | (short vowels) head, hook<br>(long vowels) boat, sigh, weigh<br>(diphthongs) toil, bout |
| Vowel-r combinations | A vowel, followed by r, works in combination with /r/ to make a unique vowel sound. | car, sport, her, burn, first |
| Vowel-consonant-e (VCe) | The vowel–consonant–silent e pattern is common for spelling a long vowel sound. | gate, eve, rude, hope, five |

*Figure 12: Six Types of Written Syllable Patterns*

| Syllable Type | Definition | Examples |
|---|---|---|
| Closed | A syllable with a short vowel spelled with a single vowel letter ending in one or more consonants | dap-ple hos-tel bev-erage |
| Vowel-C-e (“Magic e”) | A syllable with a long vowel spelled with one vowel + one consonant + silent *e* | compete despite |
| Open | A syllable that ends with a long vowel sound, spelled with a single vowel letter | program table recent |
| Vowel Team | Syllables that use two to four letters to spell the vowel | beau-ti-ful train-er con-geal spoil-age |
| Vowel-r (r-controlled) | A syllable with er, ir, or, ar, or ur Vowel pronunciation often changes before /r/. | in-jur-ious con-sort char-ter |
| Consonant-le | An unaccented final syllable containing a consonant before /l/ followed by a silent *e* | dribble beagle little |

## Three Useful Principles for Chunking Longer Words into Syllables

1. VC-CV: Two or more consonants between two vowels
   When syllables have two or more adjacent consonants between them, we divide between the consonants. The first syllable will be closed (with a short vowel).
   sub-let nap-kin pen-ny emp-ty

2. V-CV and VC-V: One consonant between two vowels
   a. First try dividing *before* the consonant. This makes the first syllable open and the vowel long. This strategy will work 75 percent of the time with VCV syllable division.
      e-ven ra-bies de-cent ri-val

b. If the word is not recognized, try dividing *after* the consonant. This makes the first syllable closed and the vowel sound short. This strategy will work 25 percent of the time with VCV syllable division.
ev-er rab-id dec-ade riv-er

3. Consonant blends usually stick together. Do not separate digraphs when using the first two principles for decoding.
e-ther spec-trum se-quin

## Morphemes Represented in English Orthography

*Figure 13: Examples of Inflectional Suffixes in English*

| Inflection | Example |
|---|---|
| -s plural noun | I had two eggs for breakfast. |
| -s third person singular verb | She gets what she wants. |
| -ed past tense verb | We posted the notice. |
| -ing progressive tense verb | We will be waiting a long time. |
| -en past participle | He had eaten his lunch. |
| 's possessive singular | The frog's spots were brown. |
| -er comparative adjective | He is taller than she is. |
| -est superlative adjective | Tom is the tallest of all. |

## Examples of Derivational Suffixes in English

Derivational suffixes, such as *-ful*, *-ation*, and *-ity*, are more numerous than inflections and work in ways that inflec- tional suffixes do not. Most derivational suffixes in English come from the Latin layer of language. Derivational suffixes mark or determine part of speech (verb, noun, adjective, adverb) of the suffixed word. Suffixes such as *-ment*, *-ity*, and *-tion* turn words into nouns; *-ful*, *-ous*, and *-al* turn words into adjectives; *-ly* turns words into adverbs.

nature (n. — from *nat*, birth)

natural (adj.)

naturalize (v.)

naturalizing (v.)

naturalistic (adj.)

permit (n. or v.)

permission (n.)

permissive (adj.)

permissible (adj.)

permissibly (adv.)

# WRITING

## Definitions of the standards' three text types

### Opinion/Argument

Arguments are used for many purposes—to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term "opinion" is used to refer to this developing form of argument.

### Informational/Non-Fiction Writing

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing address- es matters such as types (*What are the different types of poetry?*) and components (*What are the parts of a motor?*); size, function, or behavior (*How big is the United States? What is an X-ray used for? How do penguins find food?*); how things work (*How does the legislative branch of government function?*); and why things happen (*Why do some authors blend genres?*). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for

persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the "pros" (supporting ideas) and "cons" (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

### Narrative Writing

> *Creative Writing beyond Narrative*
>
> The narrative category does not include all of the possible forms of creative writing, such as many types of poetry. The Standards leave the inclusion and evaluation of other such forms to teacher discretion.

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator's and characters' personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

### Texts that Blend Types

Skilled writers many times use a blend of these three text types to accomplish their purposes. For example, *The Longitude Prize*, embeds narrative elements within a largely expository structure.

## The special place of argument in the standards

> *"Argument" and "Persuasion"*
>
> When writing to persuade, writers employ a variety of persuasive strategies. One common strategy is an appeal to the credibility, character, or authority of the writer (or speaker). When writers establish that they are knowledgeable and trustworthy, audiences are more likely to believe what they say. Another is an appeal to the audience's self-interest, sense of identity, or emotions, any of which can sway an audience. A logical argument, on the other hand, convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer. The Standards place special emphasis on writing logical arguments as a particularly important form of college- and career-ready writing.

While all three text types are important, the Standards put particular emphasis on students' ability to write sound arguments on substantive topics and issues, as this ability is critical to college and career readiness. English and education professor Gerald Graff (2003) writes that "argument literacy" is fundamental to being educated. The university is largely an "argument culture," Graff contends; therefore, K–12 schools should "teach the conflicts" so that students are adept at understanding and engaging in argument (both oral and written) when they enter college. He claims that because argument is not standard in most school curricula, only 20 percent of those who enter college are prepared in this respect. Theorist and critic Neil Postman (1997) calls argument the soul of an education because argument forces a writer to evaluate the strengths and weaknesses of multiple perspectives. When teachers ask students to consider two or more perspectives on a topic or issue, something far beyond surface knowledge is required: students must think critically and deeply, assess the validity of their own thinking, and anticipate counterclaims in opposition to their own assertions.

The unique importance of argument in college and careers is asserted eloquently by Joseph M. Williams and Lawrence McEnerney (n.d.) of the University of Chicago Writing Program. As part of their attempt to explain to new college students the major differences between good high school and college writing, Williams and McEnerney define *argument* not as "wrangling" but as "a serious and focused conversation among people who are intensely interested in getting to the bottom of things *cooperatively*":

> Those values are also an integral part of your education in college. For four years, you are asked to read, do research, gather data, analyze it, think about it, and then communicate it to readers in a form which enables them to assess it and use it. You are asked to do this not because we expect you all to become professional scholars, but because in just about any profession you pursue, you will do research, think about what you find, make decisions about complex matters, and then explain those decisions—usually in writing—to others who have a stake in your decisions being sound ones. In an Age of Information, what most professionals do is research, think, and make arguments. (And part of the value of doing your own thinking and writing is that it makes you much better at evaluating the thinking and writing of others.) (ch. 1)

In the process of describing the special value of argument in college- and career-ready writing, Williams and McEnerney also establish argument's close links to research in particular and to knowledge building in general, both of which are also heavily emphasized in the Standards.

Much evidence supports the value of argument generally and its particular importance to college and career readiness. A 2009 ACT national curriculum survey of postsecondary instructors of

composition, freshman English, and survey of American literature courses (ACT, Inc., 2009) found that "write to argue or persuade readers" was virtually tied with "write to convey information" as the most important type of writing needed by incoming college students. Other curriculum surveys, including those conducted by the College Board (Milewski, Johnson, Glazer, & Kubota, 2005) and the states of Virginia and Florida[67], also found strong support for writing arguments as a key part of instruction. The 2007 writing framework for the National Assessment of Educational Progress (NAEP) (National Assessment Governing Board, 2006) assigns persuasive writing the single largest targeted allotment of assessment time at grade 12 (40 percent, versus 25 percent for narrative writing and 35 percent for informative writing). (The 2011 prepublication framework [National Assessment Governing Board, 2007] maintains the 40 percent figure for persuasive writing at grade 12, allotting 40 percent to writing to explain and 20 percent to writing to convey experience.) Writing arguments or writing to persuade is also an important element in standards frameworks for numerous high-performing nations.[68]

Specific skills central to writing arguments are also highly valued by postsecondary educators. A 2002 survey of instructors of freshman composition and other introductory courses across the curriculum at California's community colleges, California State University campuses, and University of California campuses (Intersegmental Committee of the Academic Senates of the California Community Colleges, the California State University, and the University of California, 2002) found that among the most important skills expected of incoming students were articulating a clear thesis; identifying, evaluating, and using evidence to support or challenge the thesis; and considering and incorporating counterarguments into their writing. On the 2009 ACT national curriculum survey (ACT, Inc., 2009), postsecondary faculty gave high ratings to such argument-related skills as "develop ideas by using some specific reasons, details, and examples," "take and maintain a position on an issue," and "support claims with multiple and appropriate sources of evidence."

The value of effective argument extends well beyond the classroom or workplace, however. As Richard Fulkerson (1996) puts it in *Teaching the Argument in Writing*, the proper context for thinking about argument is one "in which the goal is not victory but a good decision, one in which all arguers are at risk of needing to alter their views, one in which a participant takes seriously and fairly the views different from his or her own" (pp. 16–17). Such capacities are broadly important for the literate, educated person living in the diverse, information-rich environment of the twenty- first century.

# SPEAKING AND LISTENING

## The special role of speaking and listening in K–5 Literacy

If literacy levels are to improve, the aims of the English language arts classroom, especially in the earliest grades, must include oral language in a purposeful, systematic way, in part because it helps students master the printed word. Be- sides having intrinsic value as modes of communication, listening and speaking are necessary prerequisites of reading and writing (Fromkin, Rodman, & Hyams, 2006; Hulit, Howard, & Fahey, 2010; Pence & Justice, 2007; Stuart, Wright, Grigor, & Howey, 2002). The interrelationship between oral and written language is illustrated in the table below, using the distinction linguists make between *receptive language* (language that is heard,

[67] Unpublished data collected by Achieve, Inc.
[68] See, for example, frameworks from Finland, Hong Kong, and Singapore as well as Victoria and New South Wales in Australia.

processed, and understood by an individual) and *expressive language* (language that is generated and produced by an individual).

*Figure 14: Receptive and Expressive Oral and Written Language*

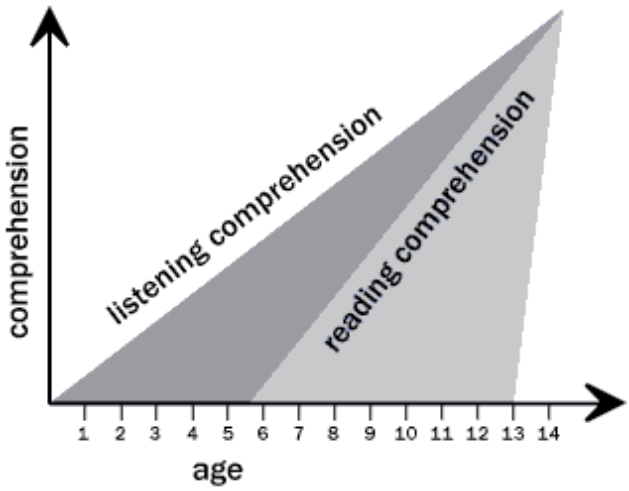
| | Receptive Language | Expressive |
|---|---|---|
| Oral Language | Listening | Speaking |
| Written Language | Reading (decoding + comprehension) | Writing (handwriting, spelling, written composition) |

Oral language development precedes and is the foundation for written language development; in other words, oral language is primary and written language builds on it. Children's oral language competence is strongly predictive of their facility in learning to read and write: listening and speaking vocabulary and even mastery of syntax set boundaries as to what children can read and understand no matter how well they can decode (Catts, Adolf, & Weismer, 2006; Hart & Risley, 1995; Hoover & Gough, 1990: Snow, Burns, & Griffin, 1998).

For children in preschool and the early grades, receptive and expressive abilities do not develop simultaneously or at the same pace: receptive language generally precedes expressive language. Children need to be able to understand words before they can produce and use them.

Oral language is particularly important for the youngest students. Hart and Risley (1995), who studied young children in the context of their early family life and then at school, found that the total number of words children had heard
as preschoolers predicted how many words they understood and how fast they could learn new words in kindergarten. Preschoolers who had heard more words had larger vocabularies once in kindergarten. Furthermore, when the students were in grade 3, their early language competence from the preschool years still accurately predicted their language and reading comprehension. The preschoolers who had heard more words, and subsequently had learned more words orally, were better readers. In short, early language advantage persists and manifests itself in higher levels of literacy. A meta-analysis by Sticht and James (1984) indicates that the importance of oral language extends well beyond the earliest grades. As illustrated in the graphic below, Sticht and James found evidence strongly suggesting that children's listening comprehension outpaces reading comprehension until the middle school years (grades 6–8).

*Figure 15: Listening and Reading Comprehension, by Age*


comprehension
listening comprehension
reading comprehension
1 2 3 4 5 6 7 8 9 10 11 12 13 14
age

The research strongly suggests that the English language arts classroom should explicitly address the link between oral and written language, exploiting the influence of oral language on a child's later ability to read by allocating instructional time to building children's listening skills, as called for in the Standards. The early grades should not focus on decoding alone, nor should the later grades pay attention only to building reading comprehension. Time should be devoted to reading fiction and content-rich selections aloud to young children, just as it is to providing those same children with the skills they will need to decode and encode.

This focus on oral language is of greatest importance for the children most at risk—children for whom English is a second language and children who have not been exposed at home to the kind of language found in written texts (Dickinson & Smith, 1994). Ensuring that all children in the United States have access to excellent education requires that issues of oral language come to the fore in elementary classrooms.

### Read-alouds and the reading-speaking-listening Link

Generally, teachers will encourage children in the upper elementary grades to read texts independently and reflect on them in writing. However, children in the early grades—particularly kindergarten through grade 3—benefit from participating in rich, structured conversations with an adult in response to written texts that are read aloud, orally comparing and contrasting as well as analyzing and synthesizing (Bus, Van Ijzendoorn, & Pellegrini, 1995; Feitelstein, Goldstein, Iraqui, & Share, 1993; Feitelstein, Kita, & Goldstein, 1986; Whitehurst et al., 1988). The Standards acknowledge the importance of this aural dimension of early learning by including a robust set of K–3 Speaking and Listening standards and by offering in Appendix B an extensive number of read-aloud text exemplars appropriate for K–1 and for grades 2–3.

Because, as indicated above, children's listening comprehension likely outpaces reading comprehension until the middle school years, it is particularly important that students in the earliest grades build knowledge through being read to as well as through reading, with the balance gradually shifting to reading independently. By reading a story or nonfiction selection aloud, teachers allow children to experience written language without the burden of decoding, granting them access to content that they may not be able to read and understand by themselves. Children are then free to focus their mental energy on the words and ideas presented in the text, and they will eventually be better prepared to tackle rich written content on their own. Whereas most titles selected for kindergarten and grade 1 will need to be read aloud exclusively, some titles selected for grades 2–5 may be appropriate for read-alouds as well as for reading independently. Reading aloud to students in the upper grades should not, however, be used as a substitute for independent reading by students; read-alouds at this level should supplement and enrich what students are able to read by themselves.

## LANGUAGE

### Overview

The Standards take a hybrid approach to matters of conventions, knowledge of language, and vocabulary. As noted in the table below, certain elements important to reading, writing, and speaking and listening are included in those strands to help provide a coherent set of expectations for those modes of communication.

*Figure 16: Elements of the Language Standards in the Reading, Writing, and Speaking and Listening Strands*

| Strand | Standard |
|---|---|
| Reading | R.CCR.4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| Writing | W.CCR.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| Speaking and Listening | SL.CCR.6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |

In many respects, however, conventions, knowledge of language, and vocabulary extend across reading, writing, speaking, and listening. Many of the conventions-related standards are as appropriate to formal spoken English as they are to formal written English. Language choice is a matter of craft for both writers and speakers. New words and phrases are acquired not only through reading and being read to but also through direct vocabulary instruction and (particularly in the earliest grades) through purposeful classroom discussions around rich content.

The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

## Conventions and knowledge of language

### Teaching and Learning the Conventions of Standard English

*Development of Grammatical Knowledge*

Grammar and usage development in children and in adults rarely follows a linear path. Native speakers and language learners often begin making new errors and seem to lose their mastery of particular grammatical structures or print conventions as they learn new, more complex grammatical structures or new usages of English, such as in college- level persuasive essays (Bardovi-Harlig, 2000; Bartholomae, 1980; DeVilliers & DeVilliers, 1973; Shaughnessy, 1979). These errors are often signs of language development as learners synthesize new grammatical and usage knowledge with their current knowledge. Thus, students will often need to return to the same grammar topic in

greater complex- ity as they move through K–12 schooling and as they increase the range and complexity of the texts and communicative contexts in which they read and write. The Standards account for the recursive, ongoing nature of grammatical knowledge in two ways. First, the Standards return to certain important language topics in higher grades at greater levels of sophistication. For instance, instruction on verbs in early elementary school (K–3) should address simple present, past, and future tenses; later instruction should extend students' knowledge of verbs to other tenses (progressive and perfect tenses[69] in grades 4 and 5), mood (modal auxiliaries in grade 4 and grammatical mood in grade 8) and voice (active and passive voice in grade 8). Second, the Standards identify with an asterisk (*) certain skills and understandings that students are to be introduced to in basic ways at lower grades but that are likely in need of being retaught and relearned in subsequent grades as students' writing and speaking matures and grows more complex. (See "Progressive Language Skills in the Standards," below.)

*Making Appropriate Grammar and Usage Choices in Writing and Speaking*

Students must have a strong command of the grammar and usage of spoken and written standard English to succeed academically and professionally. Yet there is great variety in the language and grammar features of spoken and writ- ten standard English (Biber, 1991; Krauthamer, 1999), of academic and everyday standard English, and of the language of different disciplines (Schleppegrell, 2001). Furthermore, in the twenty-first century, students must be able to com- municate effectively in a wide range of print and digital texts, each of which may require different grammatical and usage choices to be effective. Thus, grammar and usage instruction should acknowledge the many varieties of English that exist and address differences in grammatical structure and usage between these varieties in order to help stu- dents make purposeful language choices in their writing and speaking (Fogel & Ehri, 2000; Wheeler & Swords, 2004). Students must also be taught the *purposes* for using particular grammatical features in particular disciplines or texts; if they are taught simply to vary their grammar and language to keep their writing "interesting," they may actually become more confused about how to make effective language choices (Lefstein, 2009). The Standards encourage this sort of instruction in a number of ways, most directly through a series of grade-specific standards associated with Language CCR standard 3 that, beginning in grade 1, focuses on making students aware of language variety.

*Using Knowledge of Grammar and Usage for Reading and Listening Comprehension*

Grammatical knowledge can also aid reading comprehension and interpretation (Gargani, 2006; Williams, 2000, 2005). Researchers recommend that students be taught to use knowledge of grammar and usage, as well as knowledge of vocabulary, to comprehend complex academic texts (García & Beltrán, 2003; Short & Fitzsimmons, 2007; RAND Reading Study Group, 2002). At the elementary level, for example, students can use knowledge of verbs to help them understand the plot and characters in a text (Williams, 2005). At the secondary level, learning the grammatical structures of nonstandard dialects can help students understand how accomplished writers such as Harper Lee, Langston Hughes, and Mark Twain use various dialects of English to great advantage and effect, and can help students analyze setting, character, and author's craft in great works of literature. Teaching about the grammatical patterns found in specific disciplines has also been shown to help English language learners' reading

[69] Though progressive and perfect are more correctly *aspects* of verbs rather than *tenses*, the Standards use the more familiar notion here and throughout for the sake of accessibility.

comprehension in general and reading comprehension in history classrooms in particular (Achugar, Schleppegrell, & Oteíza, 2007; Gargani, 2006).

As students learn more about the patterns of English grammar in different communicative contexts throughout their K–12 academic careers, they can develop more complex understandings of English grammar and usage. Students can use this understanding to make more purposeful and effective choices in their writing and speaking and more accurate and rich interpretations in their reading and listening.

### Progressive Language Skills in the Standards

While all of the Standards are cumulative, certain Language skills and understandings are more likely than others to need to be retaught and relearned as students advance through the grades. Beginning in grade 3, the Standards note such "progressive" skills and understandings with an asterisk (*) in the main document; they are also summarized in the table on pages 29 and 55 of that document as well as on page 34 of this appendix. These skills and understandings should be mastered at a basic level no later than the end of the grade in which they are introduced in the Standards. In subsequent grades, as their writing and speaking become more sophisticated, students will need to learn to apply these skills and understandings in more advanced ways.

The following example shows how one such task—ensuring subject-verb agreement, formally introduced in the Standards in grade 3—can become more challenging as students' writing matures. The sentences in the table below are taken verbatim from the annotated writing samples found in Appendix C. The example is illustrative only of a general development of sophistication and not meant to be exhaustive, to set firm grade-specific expectations, or to establish a precise hierarchy of increasing difficulty in subject-verb agreement.

*Figure 17: Example of Subject-Verb Agreement Progression across Grades*

| Example | Condition |
|---|---|
| *Horses are so beautiful and fun to ride.*<br>[Horses, grade 3] | Subject and verb next to each other |
| *When I started out the door, I noticed that Tigger and Max were following me to school.*<br>[Glowing Shoes, grade 4] | Compound subject joined by *and* |
| *A mother or female horse is called a mare.*<br>[Horses, grade 3] | Compound subject joined by *or*; each subject takes a singular verb[70] |
| *The first thing to do is research, research, research!*<br>[Zoo Field Trip, grade 4] | Intervening phrase between subject and verb |

[70] In this particular example, *or female horse* should have been punctuated by the student as a nonrestrictive appositive, but the sentence as is illustrates the notion of a compound subject joined by or.

| | |
|---|---|
| *If the watershed for the pools is changed, the condition of the pools changes.*<br>[A Geographical Report, grade 7] | Intervening phrase between each subject and verb suggesting a different number for the verb than the subject calls for |
| *Another was the way to the other evil places.*<br>[Getting Shot and Living Through It, grade 5]<br><br>*All his stories are the same type.*<br>[Author Response: Roald Dahl, grade 5]<br><br>*All the characters that Roald Dahl ever made were probably fake characters.*<br>[Author Response: Roald Dahl, grade 5]<br>*One of the reasons why my cat Gus is the best pet is because he is a cuddle bug.* | Indefinite pronoun as subject, with increasing distance between subject and verb |

*Figure 18: Language Progressive Skills, by Grade*

## Language Progressive Skills, by Grade

The following skills from the Language Standard 3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

| Standards | Grade level | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 3 | 4 | 5 | 6 | 7 | 8 | 9–10 | 11–12 |
| L.3.3a. Choose words and phrases for effect. | | | | | | | | |
| L.4.3a. Choose words and phrases to convey ideas precisely. | | | | | | | | |
| L.4.3b. Choose punctuation for effect. | | | | | | | | |
| L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style. | | | | | | | | |
| L.6.3b. Maintain consistency in style and tone. | | | | | | | | |
| L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and | | | | | | | | |

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# Vocabulary

## Acquiring Vocabulary

> Words are not just words. They are the nexus—the interface—between communication and thought. When we read, it is through words that we build, refine, and modify our knowledge. What makes vocabulary valuable and important is not the words themselves so much as the understandings they afford.
>
> Marilyn Jager Adams (2009, p. 180)

The importance of students acquiring a rich and varied vocabulary cannot be overstated. Vocabulary has been empirically connected to reading comprehension since at least 1925 (Whipple, 1925) and had its importance to comprehension confirmed in recent years (National Institute of Child Health and Human Development, 2000). It is widely accepted among researchers that the difference in students' vocabulary levels is a key factor in disparities in academic achievement (Baumann & Kameenui, 1991; Becker, 1977; Stanovich, 1986) but that vocabulary instruction has been neither frequent nor systematic in most schools (Biemiller, 2001; Durkin, 1978; Lesaux, Kieffer, Faller, & Kelley, 2010; Scott & Nagy, 1997).

Research suggests that if students are going to grasp and retain words and comprehend text, they need incremental, repeated exposure in a variety of contexts to the words they are trying to learn. When students make multiple connections between a new word and their own experiences, they develop a nuanced and flexible understanding of the word they are learning. In this way, students learn not only what a word means but also how to use that word in a variety of contexts, and they can apply appropriate senses of the word's meaning in order to understand the word in different contexts (Landauer & Dumais, 1997; Landauer, McNamara, Dennis, & Kintsch, 2007; Nagy, Herman, & Anderson, 1985).

Initially, children readily learn words from oral conversation because such conversations are context rich in ways that aid in vocabulary acquisition: in discussions, a small set of words (accompanied by gesture and intonation) is used with great frequency to talk about a narrow range of situations children are exposed to on a day-to-day basis. Yet as children reach school age, new words are introduced less frequently in conversation, and consequently vocabulary acquisition eventually stagnates by grade 4 or 5 unless students acquire additional words from written context (Hayes & Ahrens, 1988).

Written language contains literally thousands of words more than are typically used in conversational language. Yet writing lacks the interactivity and nonverbal context that make acquiring vocabulary through oral conversation relatively easy, which means that purposeful and ongoing concentration on vocabulary is needed (Hayes & Ahrens, 1988). In fact, at most between 5 and 15 percent of new words encountered upon first reading are retained, and the weaker a student's vocabulary is the smaller the gain (Daneman & Green, 1986; Hayes & Ahrens, 1988; Herman, Anderson, Pear- son, & Nagy, 1987; Sternberg & Powell, 1983). Yet research shows that if students are truly to understand what they read, they must grasp upward of 95 percent of the words (Betts, 1946; Carver, 1994; Hu & Nation, 2000; Laufer, 1988).

The challenge in reaching what we might call "lexical dexterity" is that, in any given instance, it is not

the entire spectrum of a word's history, meanings, usages, and features that matters but only those aspects that are relevant at that moment. Therefore, for a reader to grasp the meaning of a word, two things must happen: first, the reader's internal representation of the word must be sufficiently complete and well-articulated to allow the intended meaning to be known to him or her; second, the reader must understand the context well enough to select the intended meaning from the realm of the word's possible meanings (which in turn depends on understanding the surrounding words of the text).

Key to students' vocabulary development is building rich and flexible word knowledge. Students need plentiful opportunities to use and respond to the words they learn through playful informal talk, discussion, reading or being read to, and responding to what is read. Students benefit from instruction about the connections and patterns in language. Developing in students an analytical attitude toward the logic and sentence structure of their texts, alongside an awareness of word parts, word origins, and word relationships, provides students with a sense of how language works such that syntax, morphology, and etymology can become useful cues in building meaning as students encounter new words and concepts (Beck, McKeown, & Kucan, 2008). Although direct study of language is essential to student progress, most word learning occurs indirectly and unconsciously through normal reading, writing, listening, and speaking (Miller, 1999; Nagy, Anderson, & Herman, 1987).

As students are exposed to and interact with language throughout their school careers, they are able to acquire understandings of word meanings, build awareness of the workings of language, and apply their knowledge to comprehend and produce language.

### Three Tiers of Words

Isabel L. Beck, Margaret G. McKeown, and Linda Kucan (2002, 2008) have outlined a useful model for conceptual- izing categories of words readers encounter in texts and for understanding the instructional and learning challenges that words in each category present. They describe three levels, or *tiers*, of words in terms of the words' commonality (more to less frequently occurring) and applicability (broader to narrower).

While the term *tier* may connote a hierarchy, a ranking of words from least to most important, the reality is that all three tiers of words are vital to comprehension and vocabulary development, although learning tier two and three words typically requires more deliberate effort (at least for students whose first language is English) than does learn- ing tier one words.

- Tier one words are the words of everyday speech usually learned in the early grades, albeit not at the same rate by all children. They are not considered a challenge to the average native speaker, though English language learners of any age will have to attend carefully to them. While Tier One words are important, they are not the focus of this discussion.

- Tier two words (what the Standards refer to as general academic words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as relative, vary, formulate, specificity, and accumulate), technical texts (calibrate, itemize, periphery), and literary texts (misfortune, dignified, faltered, unabashedly). Tier Two words often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example.

Because Tier Two words are found across many types of texts, they are highly generalizable.

- Tier three words (what the Standards refer to as *domain-specific* words) are specific to a domain or field of study (*lava*, *carburetor*, *legislature*, *circumference*, *aorta*) and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature. Recognized as new and "hard" words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded (e.g., made a part of a glossary).

### Tier Two Words and Access to Complex Texts

Because Tier Three words are obviously unfamiliar to most students, contain the ideas necessary to a new topic, and are recognized as both important and specific to the subject area in which they are instructing students, teachers of- ten define Tier Three words prior to students encountering them in a text and then reinforce their acquisition through- out a lesson. Unfortunately, this is not typically the case with Tier Two words, which by definition are not unique to a particular discipline and as a result are not the clear responsibility of a particular content area teacher. What is more, many Tier Two words are far less well defined by contextual clues in the texts in which they appear and are far less likely to be defined explicitly within a text than are Tier Three words. Yet Tier Two words are frequently encountered in complex written texts and are particularly powerful because of their wide applicability to many sorts of reading.

Teachers thus need to be alert to the presence of Tier Two words and determine which ones need careful attention.

### Tier Three Words and Content Learning

This normal process of word acquisition occurs up to four times faster for Tier Three words when students have become familiar with the domain of the discourse and encounter the word in different contexts (Landauer & Dumais, 1997). Hence, vocabulary development for these words occurs most effectively through a coherent course of study in which subject matters are integrated and coordinated across the curriculum and domains become familiar to the student over several days or weeks.

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## A Note on International Sources for the Standards

In the course of developing the Standards, the writing team consulted numerous international models, including those from Ireland, Finland, New Zealand, Australia (by state), Canada (by province), Singapore, the United Kingdom, and others. Several patterns emerging from international standards efforts influenced the design and content of the Standards:

*1. Other nations pay equal attention to what students read and how they read*. Many countries set standards for student reading by providing a reading list. The United Kingdom has standards for the "range and content" of student reading. While lacking the mandate to set particular reading requirements, the Standards nonetheless follow the spirit of international models by setting explicit expectations for the range, quality, and complexity of what students read along with more conventional standards describing how well students must be able to read.

*2. Students are required to write in response to sources*. In several international assessment programs, students are confronted with a text or texts and asked to gather evidence, analyze readings, and synthesize content. The Stan- dards likewise require students to "draw evidence from literary or informational texts to support analysis, reflection, and research" (Writing CCR standard 9).

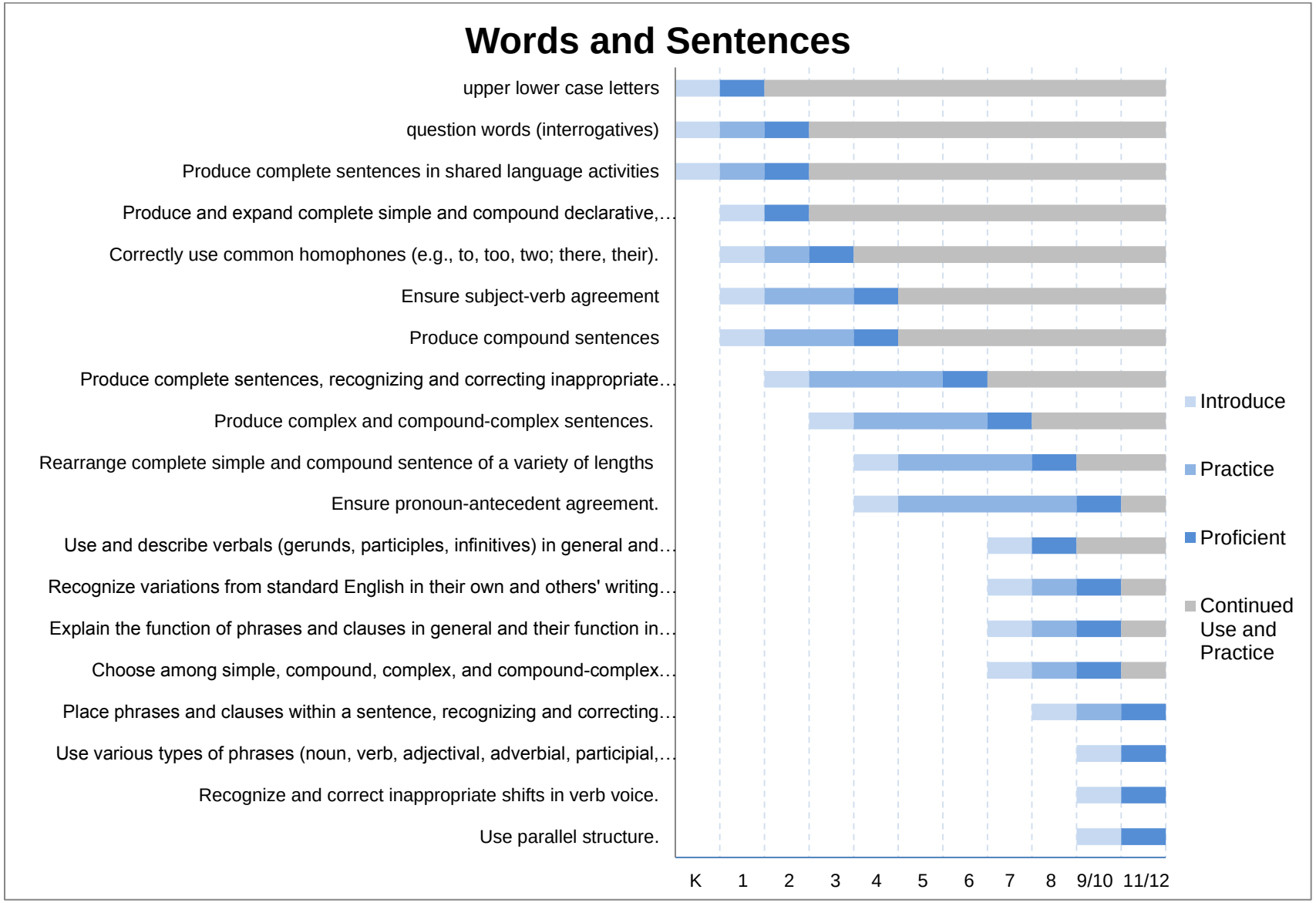
*3. Writing arguments and writing informational/explanatory texts are priorities*. The Standards follow international models by making writing arguments and writing informational/explanatory texts the dominant modes of writing in high school to demonstrate readiness for college and care

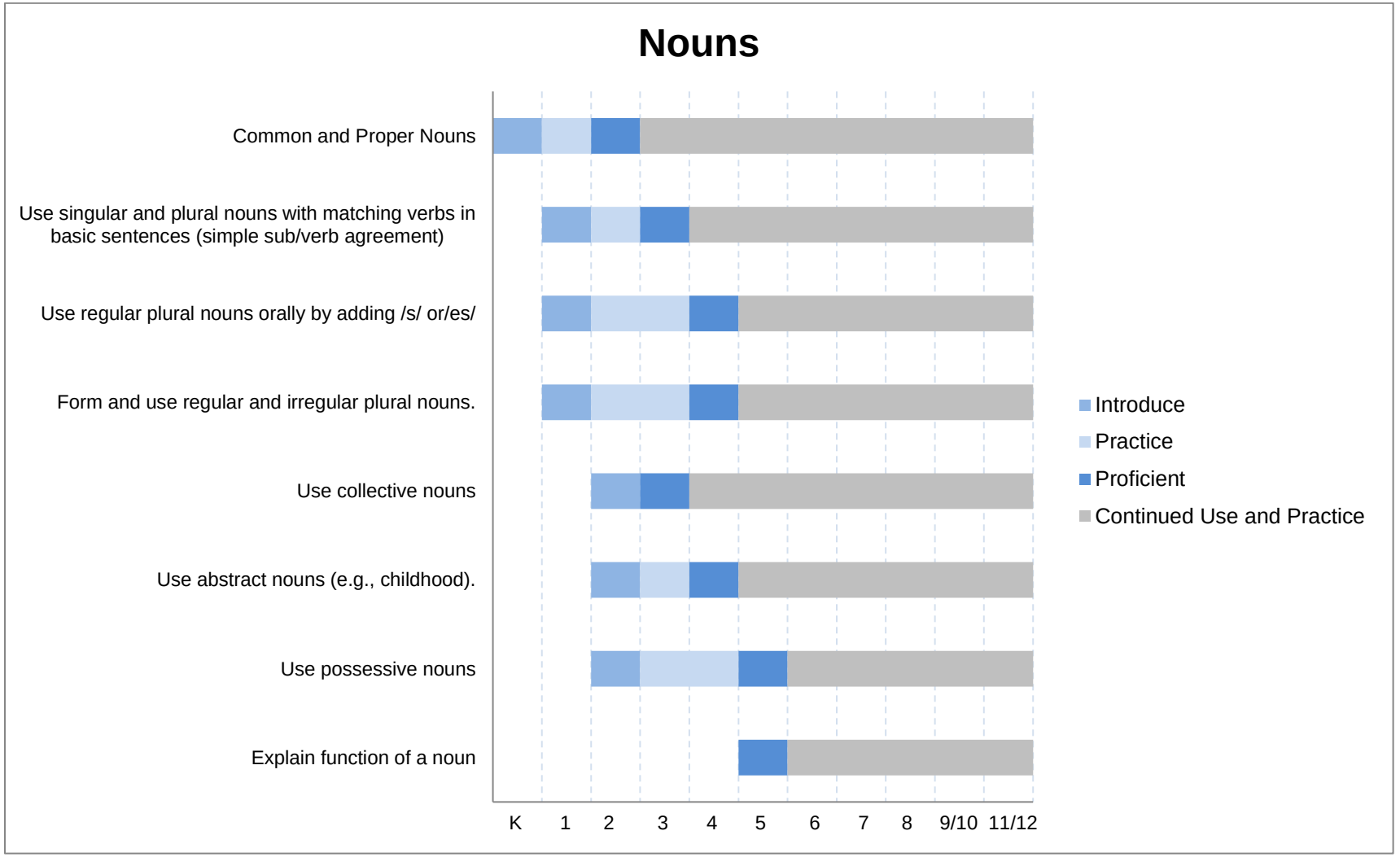
# APPENDIX B [71]

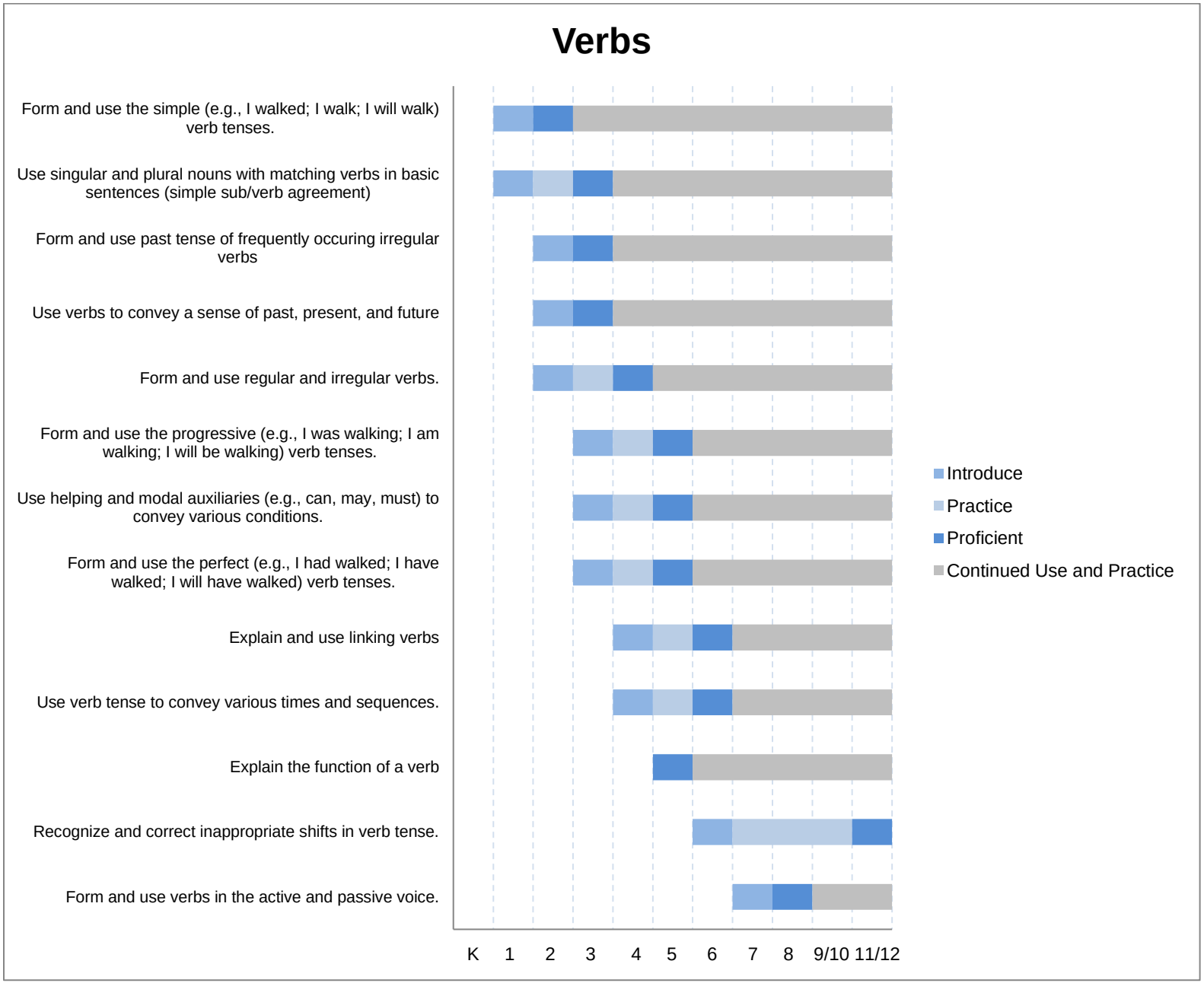
## Conventions of Standard English Progression Tables

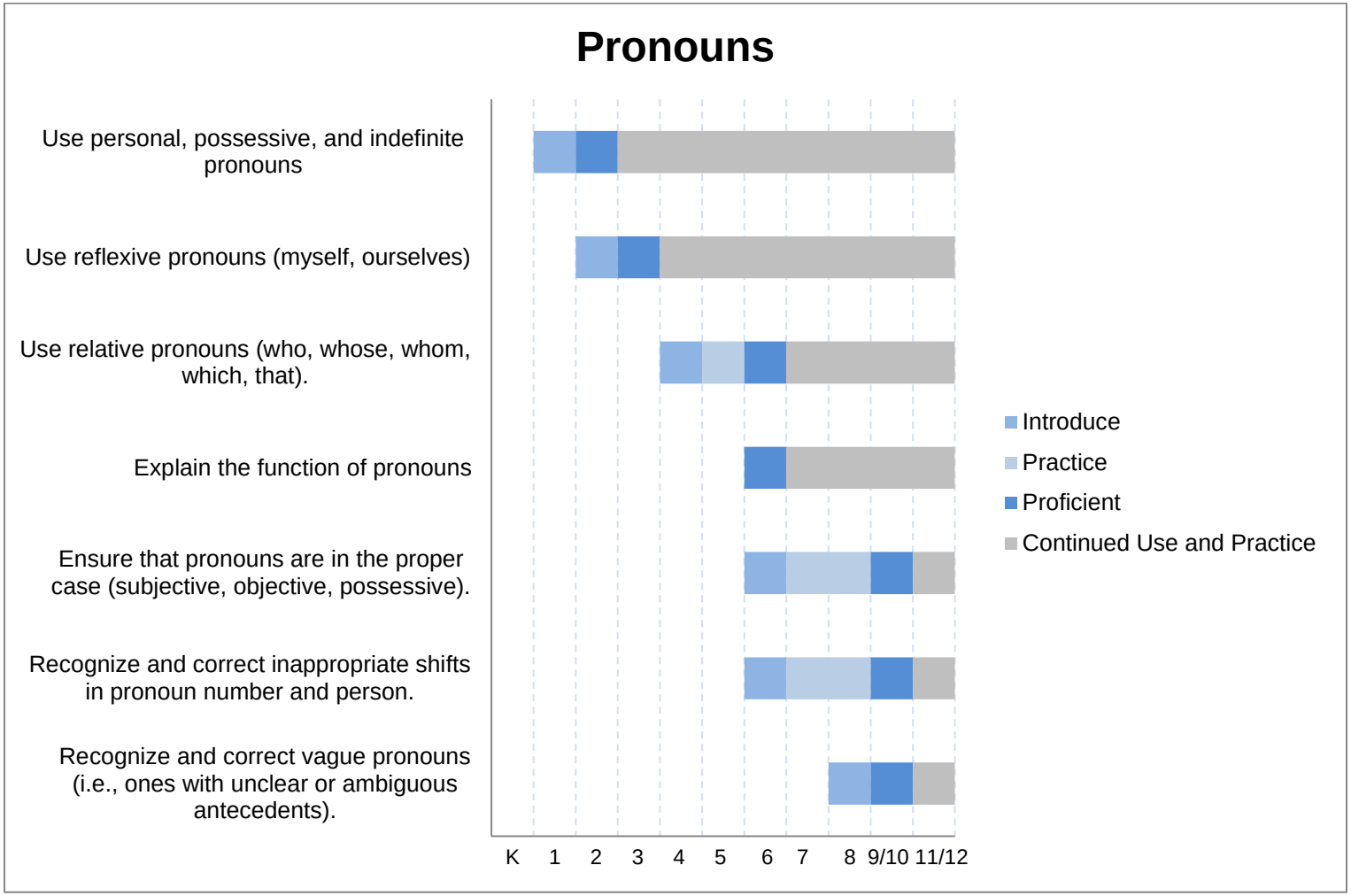
## L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

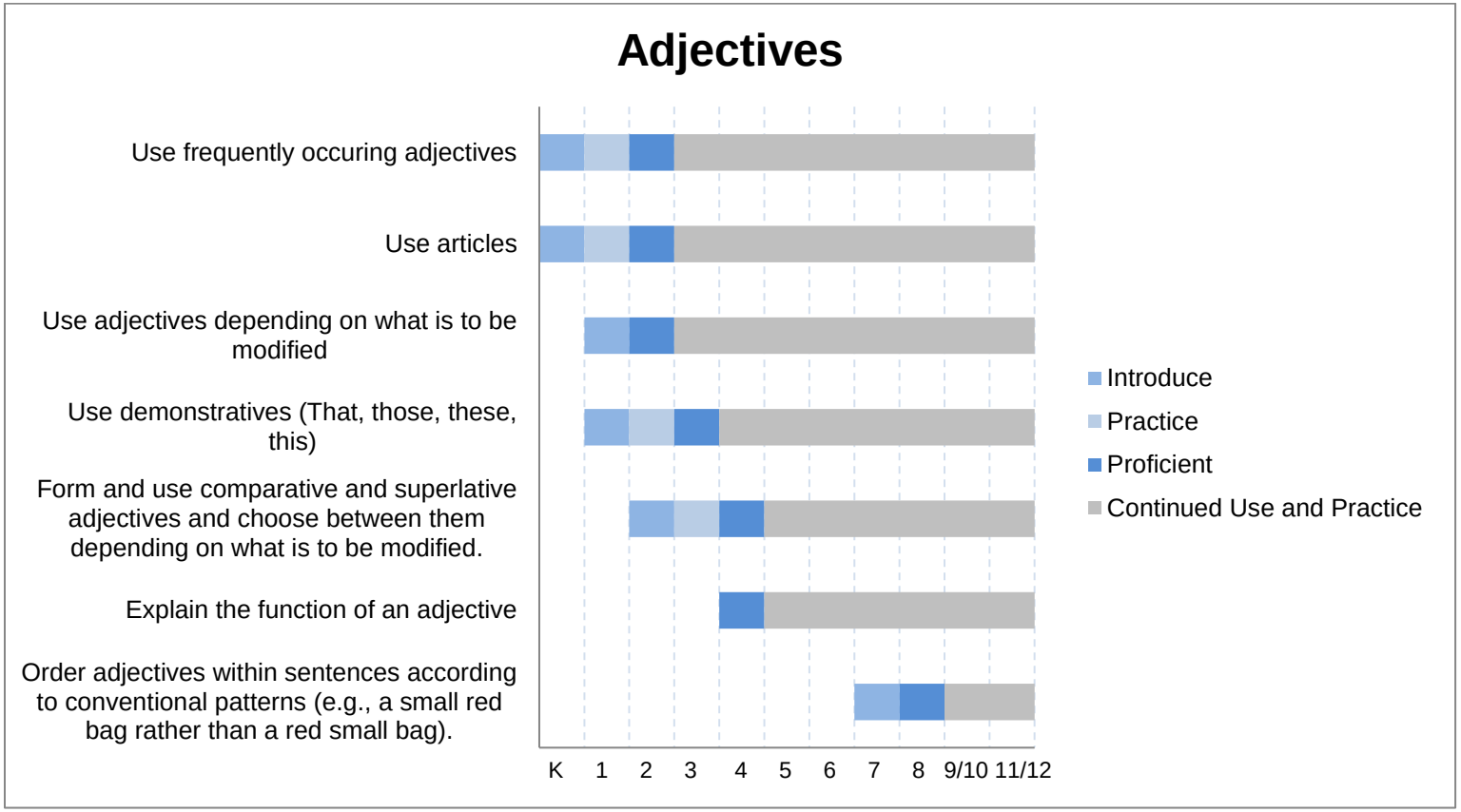
[71] For complete text of standards see the grade level standard for L1

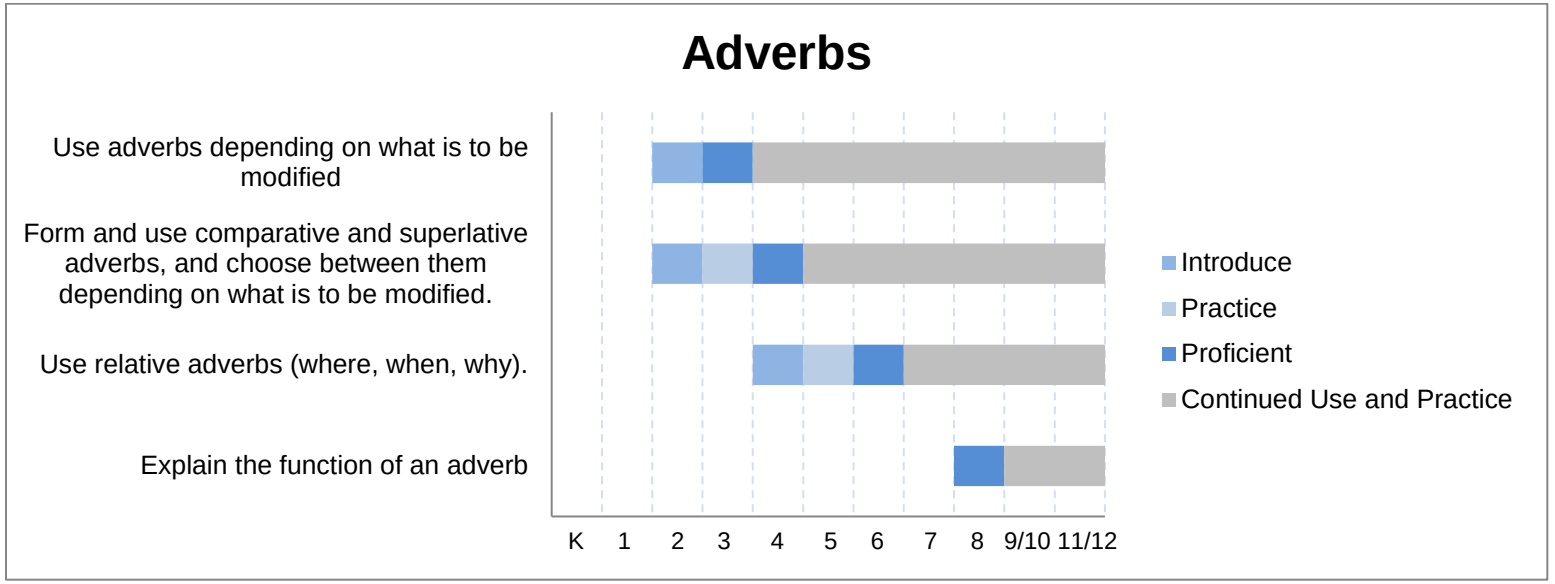

Words and Sentences
upper lower case letters
question words (interrogatives)
Produce complete sentences in shared language activities
Produce and expand complete simple and compound declarative,…
Correctly use common homophones (e.g., to, too, two; there, their).
Ensure subject-verb agreement
Produce compound sentences
Produce complete sentences, recognizing and correcting inappropriate…
Produce complex and compound-complex sentences.
Rearrange complete simple and compound sentence of a variety of lengths
Ensure pronoun-antecedent agreement.
Use and describe verbals (gerunds, participles, infinitives) in general and…
Recognize variations from standard English in their own and others' writing…
Explain the function of phrases and clauses in general and their function in…
Choose among simple, compound, complex, and compound-complex…
Place phrases and clauses within a sentence, recognizing and correcting…
Use various types of phrases (noun, verb, adjectival, adverbial, participial,…
Recognize and correct inappropriate shifts in verb voice.
Use parallel structure.
K
1
2
3
4
5
6
7
8
9/10
11/12
Introduce
Practice
Proficient
Continued Use and Practice

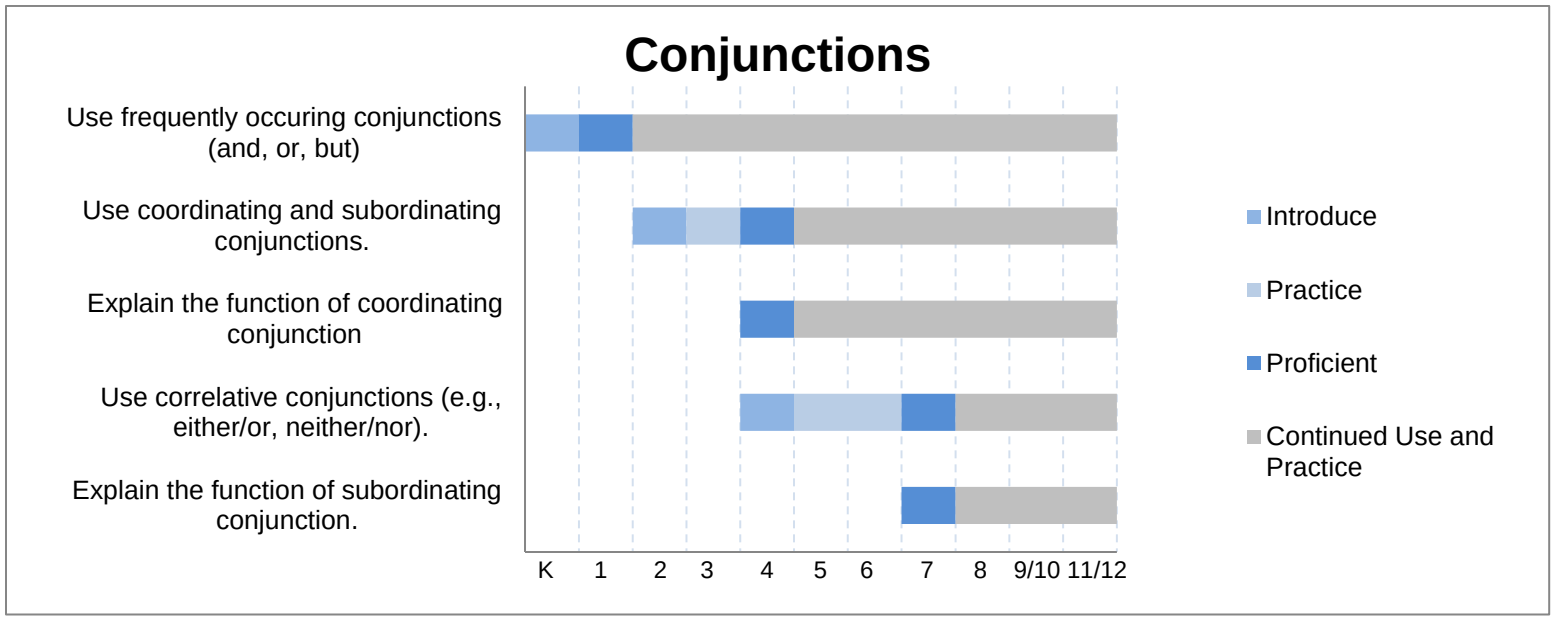

Nouns
Common and Proper Nouns
Use singular and plural nouns with matching verbs in basic sentences (simple sub/verb agreement)
Use regular plural nouns orally by adding /s/ or/es/
Form and use regular and irregular plural nouns.
Use collective nouns
Use abstract nouns (e.g., childhood).
Use possessive nouns
Explain function of a noun
K 1 2 3 4 5 6 7 8 9/10 11/12
Introduce
Practice
Proficient
Continued Use and Practice

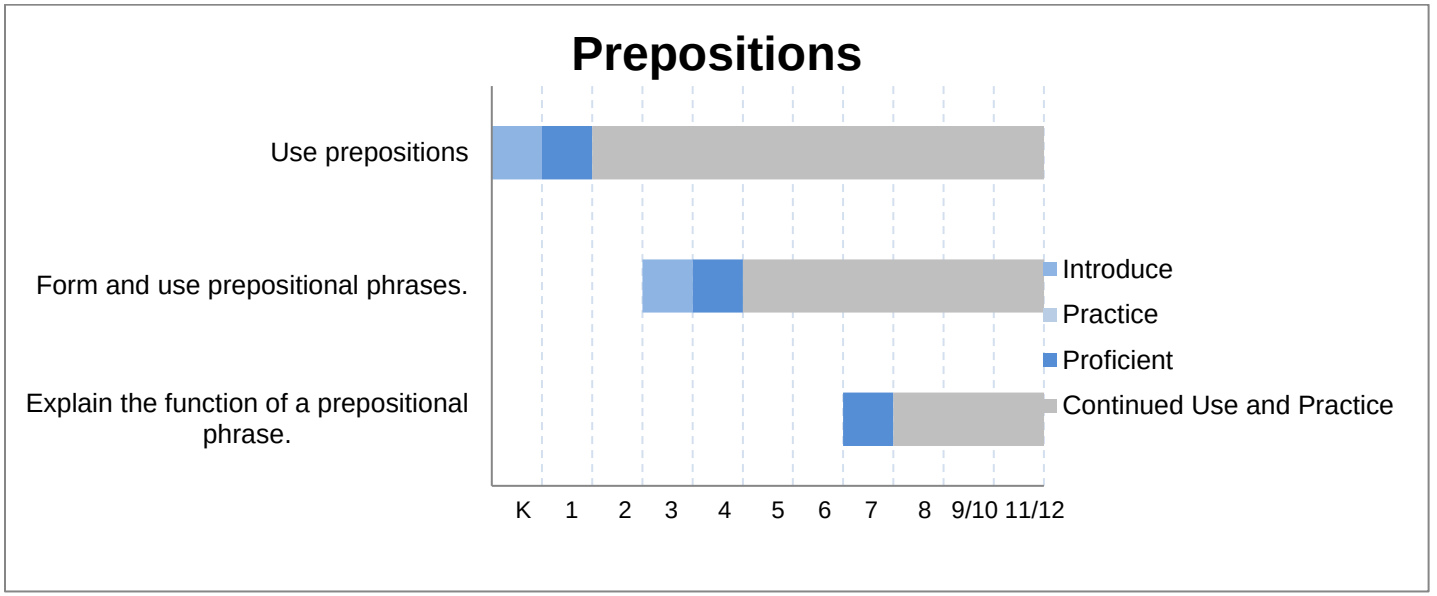

Verbs
Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
Use singular and plural nouns with matching verbs in basic sentences (simple sub/verb agreement)
Form and use past tense of frequently occuring irregular verbs
Use verbs to convey a sense of past, present, and future
Form and use regular and irregular verbs.
Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
Use helping and modal auxiliaries (e.g., can, may, must) to convey various conditions.
Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
Explain and use linking verbs
Use verb tense to convey various times and sequences.
Explain the function of a verb
Recognize and correct inappropriate shifts in verb tense.
Form and use verbs in the active and passive voice.
K 1 2 3 4 5 6 7 8 9/10 11/12
Introduce
Practice
Proficient
Continued Use and Practice

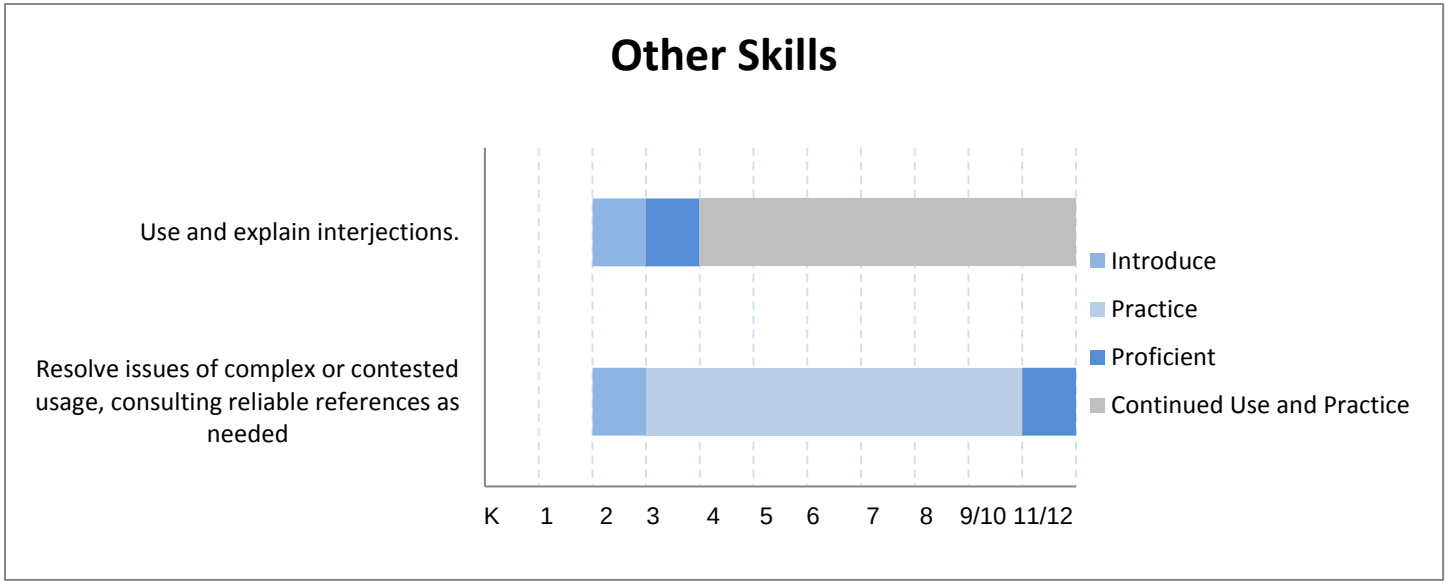

Pronouns
Use personal, possessive, and indefinite pronouns
Use reflexive pronouns (myself, ourselves)
Use relative pronouns (who, whose, whom, which, that).
Explain the function of pronouns
Ensure that pronouns are in the proper case (subjective, objective, possessive).
Recognize and correct inappropriate shifts in pronoun number and person.
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
K 1 2 3 4 5 6 7 8 9/10 11/12
Introduce
Practice
Proficient
Continued Use and Practice

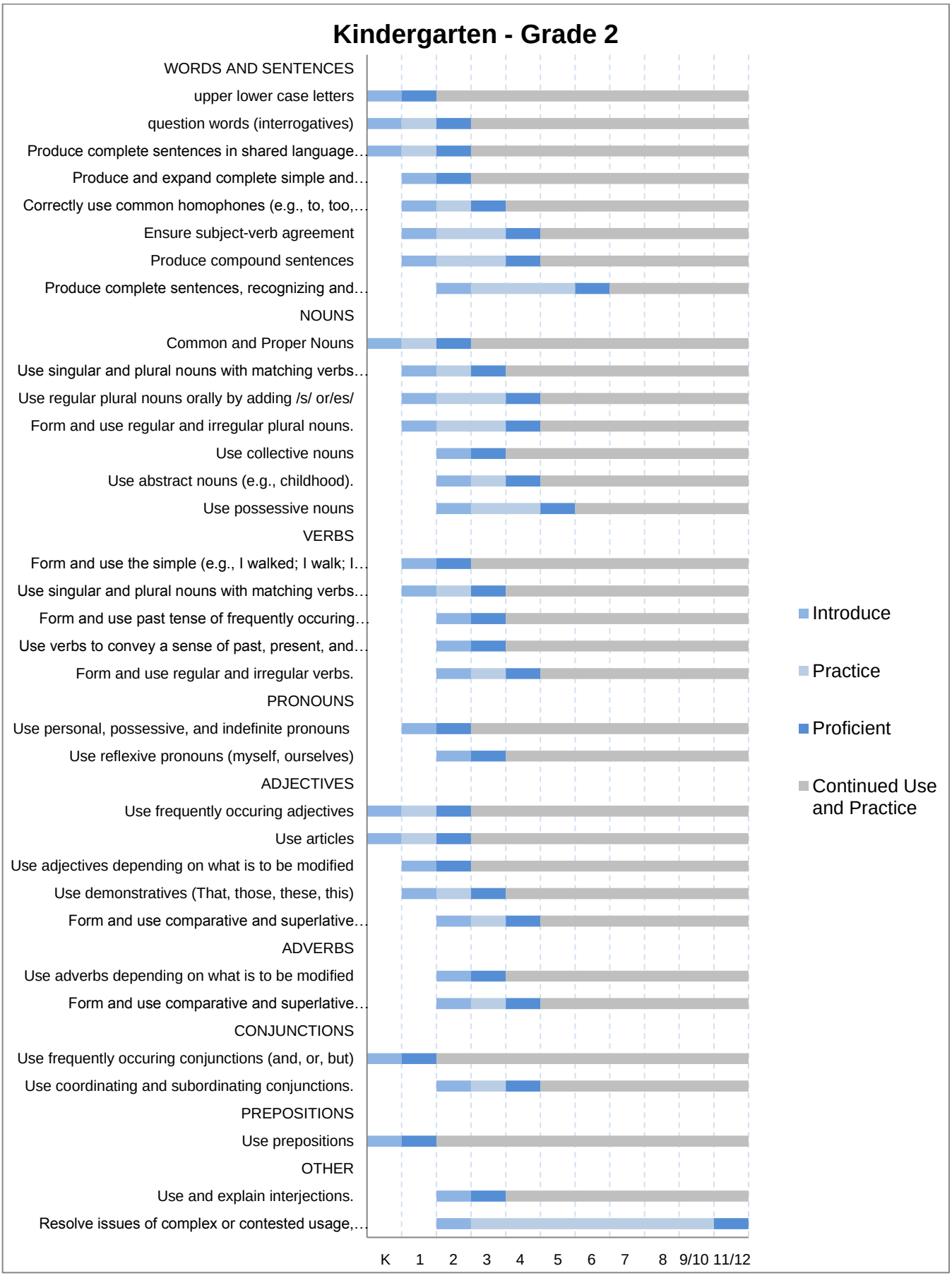

Adjectives
Use frequently occuring adjectives
Use articles
Use adjectives depending on what is to be modified
Use demonstratives (That, those, these, this)
Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
Explain the function of an adjective
Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
K 1 2 3 4 5 6 7 8 9/10 11/12
Introduce
Practice
Proficient
Continued Use and Practice


Adverbs
Use adverbs depending on what is to be modified
Form and use comparative and superlative adverbs, and choose between them depending on what is to be modified.
Use relative adverbs (where, when, why).
Explain the function of an adverb
K 1 2 3 4 5 6 7 8 9/10 11/12
Introduce
Practice
Proficient
Continued Use and Practice


Conjunctions
Use frequently occuring conjunctions (and, or, but)
Use coordinating and subordinating conjunctions.
Explain the function of coordinating conjunction
Use correlative conjunctions (e.g., either/or, neither/nor).
Explain the function of subordinating conjunction.
K 1 2 3 4 5 6 7 8 9/10 11/12
Introduce
Practice
Proficient
Continued Use and Practice


Prepositions
Use prepositions
Form and use prepositional phrases.
Explain the function of a prepositional phrase.
Introduce
Practice
Proficient
Continued Use and Practice
K 1 2 3 4 5 6 7 8 9/10 11/12


Other Skills
Use and explain interjections.
Resolve issues of complex or contested usage, consulting reliable references as needed
Introduce
Practice
Proficient
Continued Use and Practice
K 1 2 3 4 5 6 7 8 9/10 11/12


Kindergarten - Grade 2
WORDS AND SENTENCES
upper lower case letters
question words (interrogatives)
Produce complete sentences in shared language…
Produce and expand complete simple and…
Correctly use common homophones (e.g., to, too,…
Ensure subject-verb agreement
Produce compound sentences
Produce complete sentences, recognizing and…
NOUNS
Common and Proper Nouns
Use singular and plural nouns with matching verbs…
Use regular plural nouns orally by adding /s/ or/es/
Form and use regular and irregular plural nouns.
Use collective nouns
Use abstract nouns (e.g., childhood).
Use possessive nouns
VERBS
Form and use the simple (e.g., I walked; I walk; I…
Use singular and plural nouns with matching verbs…
Form and use past tense of frequently occuring…
Use verbs to convey a sense of past, present, and…
Form and use regular and irregular verbs.
PRONOUNS
Use personal, possessive, and indefinite pronouns
Use reflexive pronouns (myself, ourselves)
ADJECTIVES
Use frequently occuring adjectives
Use articles
Use adjectives depending on what is to be modified
Use demonstratives (That, those, these, this)
Form and use comparative and superlative…
ADVERBS
Use adverbs depending on what is to be modified
Form and use comparative and superlative…
CONJUNCTIONS
Use frequently occuring conjunctions (and, or, but)
Use coordinating and subordinating conjunctions.
PREPOSITIONS
Use prepositions
OTHER
Use and explain interjections.
Resolve issues of complex or contested usage,…
K 1 2 3 4 5 6 7 8 9/10 11/12
Introduce
Practice
Proficient
Continued Use and Practice

# Grades 3 -5

WORDS AND SENTENCES
upper lower case letters
question words (interrogatives)
Produce complete sentences in shared language activities
Produce and expand complete simple and compound declarative,…
Correctly use common homophones (e.g., to, too, two; there, their).
Ensure subject-verb agreement
Produce compound sentences
Produce complete sentences, recognizing and correcting…
Produce complex and compound-complex sentences.
Rearrange complete simple and compound sentence of a variety…
Ensure pronoun-antecedent agreement.
NOUNS
Common and Proper Nouns
Use singular and plural nouns with matching verbs in basic…
Use regular plural nouns orally by adding /s/ or/es/
Form and use regular and irregular plural nouns.
Use collective nouns
Use abstract nouns (e.g., childhood).
Use possessive nouns
Explain function of a noun
VERBS
Form and use the simple (e.g., I walked; I walk; I will walk) verb…
Use singular and plural nouns with matching verbs in basic…
Form and use past tense of frequently occuring irregular verbs
Use verbs to convey a sense of past, present, and future
Form and use regular and irregular verbs.
Form and use the progressive (e.g., I was walking; I am walking; I…
Use helping and modal auxiliaries (e.g., can, may, must) to…
Form and use the perfect (e.g., I had walked; I have walked; I will…
Explain and use linking verbs
Use verb tense to convey various times and sequences.
Explain the function of a verb
PRONOUNS
Use personal, possessive, and indefinite pronouns
Use reflexive pronouns (myself, ourselves)
Use relative pronouns (who, whose, whom, which, that).
ADJECTIVES
Use frequently occuring adjectives
Use articles
Use adjectives depending on what is to be modified
Use demonstratives (That, those, these, this)
Form and use comparative and superlative adjectives and…
Explain the function of an adjective
ADVERBS
Use adverbs depending on what is to be modified
Form and use comparative and superlative adverbs, and choose…
Use relative adverbs (where, when, why).
CONJUNCTIONS
Use frequently occuring conjunctions (and, or, but)
Use coordinating and subordinating conjunctions.
Explain the function of coordinating conjunction
Use correlative conjunctions (e.g., either/or, neither/nor).
PREPOSITIONS
Use prepositions
Form and use prepositional phrases.
OTHER
Use and explain interjections.
Resolve issues of complex or contested usage, consulting…
K 1 2 3 4 5 6 7 8 9/10 11/12
Introduce
Practice
Proficient
Continued Use and Practice

Grades 6 - 8
WORDS AND SENTENCES
upper lower case letters
question words (interrogatives)
Produce complete sentences in shared language activities
Produce and expand complete simple and compound declarative, interrogative,…
Correctly use common homophones (e.g., to, too, two; there, their).
Ensure subject-verb agreement
Produce compound sentences
Produce complete sentences, recognizing and correcting inappropriate fragments…
Produce complex and compound-complex sentences.
Rearrange complete simple and compound sentence of a variety of lengths
Ensure pronoun-antecedent agreement.
Use and describe verbals (gerunds, participles, infinitives) in general and their…
Recognize variations from standard English in their own and others' writing and…
Explain the function of phrases and clauses in general and their function in…
Choose among simple, compound, complex, and compound-complex sentences…
Place phrases and clauses within a sentence, recognizing and correcting…
NOUNS
Common and Proper Nouns
Use singular and plural nouns with matching verbs in basic sentences (simple…
Use regular plural nouns orally by adding /s/ or/es/
Form and use regular and irregular plural nouns.
Use collective nouns
Use abstract nouns (e.g., childhood).
Use possessive nouns
Explain function of a noun
VERBS
Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
Use singular and plural nouns with matching verbs in basic sentences (simple…
Form and use past tense of frequently occuring irregular verbs
Use verbs to convey a sense of past, present, and future
Form and use regular and irregular verbs.
Form and use the progressive (e.g., I was walking; I am walking; I will be walking)…
Use helping and modal auxiliaries (e.g., can, may, must) to convey various…
Form and use the perfect (e.g., I had walked; I have walked; I will have walked)…
Explain and use linking verbs
Use verb tense to convey various times and sequences.
Explain the function of a verb
Recognize and correct inappropriate shifts in verb tense.
Form and use verbs in the active and passive voice.
PRONOUNS
Use personal, possessive, and indefinite pronouns
Use reflexive pronouns (myself, ourselves)
Use relative pronouns (who, whose, whom, which, that).
Explain the function of pronouns
Ensure that pronouns are in the proper case (subjective, objective, possessive).
Recognize and correct inappropriate shifts in pronoun number and person.
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous…
ADJECTIVES
Use frequently occuring adjectives
Use articles
Use adjectives depending on what is to be modified
Use demonstratives (That, those, these, this)
Form and use comparative and superlative adjectives and choose between them…
Explain the function of an adjective
Order adjectives within sentences according to conventional patterns (e.g., a small…
ADVERBS
Use adverbs depending on what is to be modified
Form and use comparative and superlative adverbs, and choose between them…
Use relative adverbs (where, when, why).
Explain the function of an adverb
CONJUNCTIONS
Use frequently occuring conjunctions (and, or, but)
Use coordinating and subordinating conjunctions.
Explain the function of coordinating conjunction
Use correlative conjunctions (e.g., either/or, neither/nor).
Explain the function of subordinating conjunction.
PREPOSITIONS
Use prepositions
Form and use prepositional phrases.
Explain the function of a prepositional phrase.
OTHER
Use and explain interjections.
Resolve issues of complex or contested usage, consulting reliable references as…
K 1 2 3 4 5 6 7 8 9/10 11/12
Introduce
Practice
Proficient
Continued Use and Practice

# Glossary of Key Terms

Every effort has been made to ensure that the phrasing of the Standards is as clear and free of jargon as possible. When used, specialized and discipline-specific terms (e.g., simile, stanza, declarative sentence) typically conform to their standard definition, and readers are advised to consult high-quality dictionaries or standard resources in the field for clarification. The terms defined below are limited to those words and phrases particularly important to the Standards and hat have a meaning unique to this document.

**Affix** - An additional element placed at the beginning or end of a root, stem, or word, or in the body of a word, to modify its meaning; includes *prefixes, suffixes*, and *inflections*

**Analysis/Analyze** – To examine in detail in order to discover meaning, essential features, etc.

**Claim(s) –** In persuasive writing, a statement of the position the writer takes on a topic and wants the audience to believe.

**Domain-specific words and phrases** – Vocabulary specific to a particular field of study (domain), such as the human body; in the Standards, domain-specific words and phrases are analogous to Tier Three words

**e.g.** –Short for "exempli gratia" or "examples given"

**Editing** – A part of writing and preparing presentations concerned chiefly with improving the clarity, organization, concision, and correctness of expression relative to task, purpose, and audience; compared to *revising*, a smaller-scale activity often associated with surface aspects of a text; see also *revising, rewriting*

**Emergent reader texts** – Texts consisting of short sentences comprised of learned sight words and consonant-vowel-consonant (CVC) words; may also include rebuses to represent words that cannot yet be decoded or recognized

**Evidence** – Facts, figures, details, quotations, or other sources of data and information that provide support for *claims* or an *Analysis* and that can be evaluated by others; should appear in a form and be derived from a *source* widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science

**Focused question** – A query narrowly tailored to task, purpose, and audience, as in a research query that is sufficiently precise to allow a student to achieve adequate specificity and depth within the time and format constraints

**Formal English** – See *Standard English*

**General academic words and phrases** – Vocabulary common to written texts but not commonly a part of speech; in the Standards, *General academic words and phrases* are analogous to Tier Two words and phrases

**i.e.** – Short for "id est" or "that is"

**Independent(ly**) – A student performance done without *scaffolding* from a teacher, other adult, or peer; in the Standards, often paired with *proficient(ly)* to suggest a successful student performance done without *scaffolding*; in the Reading standards, the act of reading a text without *scaffolding*, as in an assessment; see also *proficient(ly)*, *scaffolding*

**Inflection** - A change in the form of a word (typically the ending) to express a grammatical function or attribute such as tense, mood, person, number, case, and gender; see also *suffix*, *affix*

**Matching reader to text and task** – Reader variables (such as motivation, knowledge, and experience) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed text complexity); see *Text complexity*, *Appendix A.*

**Nonverbal communication** – Body language, facial expression, eye contact, gestures, and attire

**Nuances:** Shades of meaning among closely related words

**Onset** – Consonants that precede the initial vowel in a one-syllable word

**Point of view** – Chiefly in literary texts, the narrative point of view (as in first- or third-person narration); more broadly, the position or perspective conveyed or represented by an - author, narrator, speaker, or character

**Prefix** - An affix placed before a word, base, or another *prefix* to modify a term's meaning; see also *affix*

**Print or digital format** – Sometimes added for emphasis to stress that a given standard is particularly likely to be applied to electronic as well as traditional texts**, sources, presentations, etc.**; the Standards are generally assumed to apply to all

**Proficient(ly)** – A student performance that meets the criterion established in the Standards as measured by a teacher or assessment;

**Qualitative evaluation of the text** – Levels of meaning, structure, language conventionality and clarity, and knowledge demands;see *Text complexity and Appendix A.*

**Quantitative evaluation of the text** – Readability measures and other scores; see *Text complexity and Appendix A.*

**Research project** – A task where students conduct short as well as more sustained *research projects* based on focused questions, demonstrating understanding, and using *sources*.

**Revising** – A part of writing and preparing presentations concerned chiefly with a reconsideration and reworking of the content of a text relative to task, purpose, and audience; compared to *editing*, a larger-scale activity often associated with the overall content and structure of a text; see also *editing*, *rewriting*

**Rewriting** – A part of writing and preparing presentations that involves largely or wholly replacing a previous, unsatisfactory effort with a new effort, better aligned to task, purpose, and audience, on the same or a similar topic or theme; compared to *revising*, a larger-scale activity more akin to replacement than refinement; see also *editing*, *revising*

**Rime** – Any vowel and consonants that follow the *onset* sound

**Scaffolding** – Temporary guidance or assistance provided to a student by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student's capacity to perform the task on his or her own later on*

* Though Vygotsky himself does not use the term *scaffolding*, the educational meaning of the term relates closely to his concept of the zone of proximal development. See L. S. Vygotsky (1978). *Mind in society: The development of higher psychological processes.* Cambridge, MA: Harvard University Press.

**Source** – A text used largely for informational purposes, as in *Research projects*; see also *Print or digital format*

**Standard English** – In the Standards, the most widely accepted and understood form of expression in English in the United States; used in the Standards to refer to formal English writing and speaking; the particular focus of Language standards 1 and 2

**Suffix**– A letter or a group of letters added to the end of a word to change its meaning or to form a different word; includes *inflections* and *affixes*

**Technical subjects** – A course devoted to a practical study, such as engineering, technology, design, business, or other workforce-related subject; a technical aspect of a wider field of study, such as art or music

**Text complexity** – The inherent difficulty of reading and comprehending a text combined with consideration of reader and task variables; in the Standards, a three-part assessment of text difficulty that pairs qualitative and quantitative measures with reader-task considerations; see *Appendix A, Qualitative evaluation of the text, Quantitative evaluation of the text, Matching reader to text and task*

**Text complexity band** – A range of text difficulty corresponding to grade spans within the Standards; specifically, the spans from grades 2–3, grades 4–5, grades 6–8, grades 9–10, and grades 11–CCR (college and career readiness). *Grade-level reading level correlation chart is under construction and will be included at a later date.*

**Textual evidence** – See *Evidence*

**Text features**– A distinct element of literary and informational/nonfiction text that facilitates understanding for the reader

**Thesis** - A clear statement of the central idea in a written or oral text. In persuasive writing, the thesis takes the form of a *Claim*.

**Topic sentence**– A sentence stating the topic